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ABSTRACT

The participation of women in vocational education and training (VET) in Australia in 1996-1999 was examined. Data for the analysis were obtained from annual national VET data collections and relevant reports. The analysis focused on the following areas: general trends, fields of study, qualifications, areas of learning, module outcomes, employment outcomes, and outcomes achieved by specific target equity groups. From 1996 to 1999, the number of women undertaking a VET program increased by 26%, whereas the number of men in VET increased by 20%. In 1999, proportionally fewer women than men were enrolled in the following fields: engineering/surveying; land and marine resources/animal husbandry; and architecture/building. In 1999, both women and men were likely to be undertaking higher-level courses than in 1996. Proportionately fewer women and men were enrolled in courses in the technical and further education (TAFE) "multifield education" field of study

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in 1999 than in 1996. Overall, little variation in the outcomes achieved by men and women between 1996 and 1999 was found. Men had proportionally more recognition of prior learning and credit transfer than women. In May 1999, 30.9% of women TAFE graduates and 56.6% of male TAFE graduates were employed full time. (Contains 97 tables/figures.) (MN)

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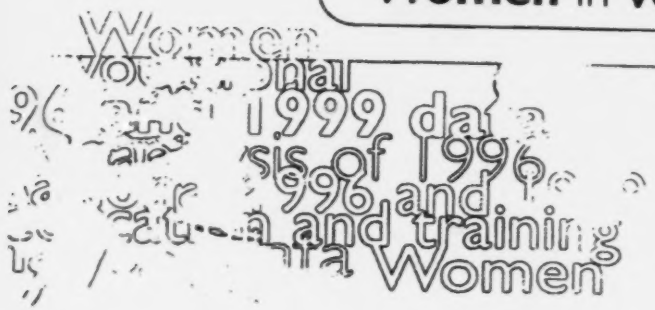

An analysis of 1996 and 1999 data

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An analysis of 1996 and 1999 data

Oanh Phan

NCVER

Prepared by

National Centre for Vocational Education Research Ltd for

Ministerial Council on Education, Employment, Training and Youth Affairs

Vocational Education, Employment and Training Women's Taskforce

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Highlights of report

General

Over the last ten years, there has been a steady increase in the participation of women and men in vocational education and training (VET).

Over the three years from 1996 to 1999, the number of women undertaking a VET program increased by 28% while the number of men in VET grew by 20%. The annual growth rate for women in VET during this period was 8.5% while men's participation in VET increased by about 6.2% annually.

In 1996, there were 1.8 million course enrolments in vocational programs. In 1999, the total number of course enrolments increased to almost 2.0 million.

In 1996, women comprised 47.2% of all course enrolments while men represented 51.2% of all course enrolments. Similarly, women who undertook their studies in the VET sector during 1999 comprised 47.9% of all course enrolments while men represented 51.6% of all enrolments.

In 1996, the highest proportion of enrolments by women was 35-to-44-year olds (21.4%), while the highest proportion of enrolments by men was 15-to-19-year olds (22.7%). In 1999, the highest proportion of enrolments by women was in the 15-to-19-age group (20.5%) and women in the 35-to-44-age group (20.9%). The highest proportion of course enrolments by men who undertook their studies in the VET sector during 1999 was by 15-to-19-year olds (25.3%).

Fields of study

In 1996, proportionately more women than men were enrolled in the following fields of study:

- business, administration, economics (27.1% contrasted with 16.2% of male enrolments)
- arts, humanities and social sciences (10.9% contrasted with 5.0% of male enrolments)
- health, community services (11.1% contrasted with 4.4% of male enrolments)

Similarly, proportionately more women than men enrolled in the following fields of study in 1999:

- business, administration, economics (28.3% contrasted with 14.8% of male enrolments)
- arts, humanities and social sciences (9.9% contrasted with 4.9% of male enrolments)
- health, community services (12.6% contrasted with 5.1% of male enrolments)

In 1996, proportionately fewer women than men enrolled in the following fields of study:

- engineering, surveying (2.5% contrasted with 24.4% of male enrolments)
- land and marine resources, animal husbandry (2.7% contrasted with 7.1% of male enrolments)
- architecture, building (1.2% contrasted with 9.6% of male enrolments)

In 1999, proportionately fewer women than men enrolled in the following fields of study:

- engineering, surveying (3.2% contrasted with 23.6% of male enrolments)
- land and marine resources, animal husbandry (2.9% contrasted with 7.3% of male enrolments)
- architecture, building (1.1% contrasted with 8.7% of male enrolments)

In 1999, both women and men were more likely to be undertaking higher level courses than women and men in 1996. Proportionately fewer women and men enrolled in courses in the 'TAFE multi-field education' field of study in 1999 compared to 1996.

Qualifications

In 1996, proportionately more women enrolled in more non-award courses compared to men (20.5% contrasted with 14.2%). In 1999 however, there was very little variation in the proportion of women in non-award courses compared to men (24.3% contrasted with 21.7%).

In 1996, women enrolled in proportionately fewer trade certificate courses than men (0.8% contrasted with 8.6%). In 1999 however, 0.2% of enrolments by women were at the trade certificate level, while 3.0% of enrolments by men were at the trade certificate level. The difference in the proportion of men and women enrolling in courses at the trade certificate level in 1996 and 1999 could be due to the re-classification of the level of qualification in accordance with the Australian Qualifications Framework.

Areas of learning

In 1996, proportionately more women than men were enrolled in the following areas of learning:

- health sciences (11.2% contrasted with 5.1% of male enrolments)
- administration, business, economics, law (25.9% contrasted with 14.1% of male enrolments)
- hospitality, tourism, personal services (11.1% contrasted with 6.7% of male enrolments)
- social, educational and employment (13.3% contrasted with 9.5% of male enrolments)

In 1999, proportionately more women than men were enrolled in the following areas of learning:

- health sciences (13.4% contrasted with 7.0% of male enrolments)
- administration, business, economics, law (25.6% contrasted with 15.7% of male enrolments)
- hospitality, tourism, personal services (11.2% contrasted with 7.5% of male enrolments)
- social, educational and employment (13.4% contrasted with 10.2% of male enrolments)

In 1996, proportionately fewer women than men were enrolled in 'engineering, surveying' (2.8% contrasted with 23.8% of male enrolments). Similarly, 2.4% of enrolments by women were in the 'engineering surveying' area of learning, while 19.2% of enrolments by men were in this area of learning.

Similar to women who undertook their studies in 1996, women who were undertaking their VET course during 1999 primarily enrolled in the 'administration, business, economics, law' area of learning. Nevertheless, women in the 35-to-44-age group represented the highest proportion of 1996 enrolments (29.3%) in this area of learning, while women in the 15-to-29 age group comprised the highest proportion of enrolments in this area of learning during 1999.

Although enrolments by women in the 'hospitality, tourism and personal services' area of learning decreased with age in 1996 and 1999, there was a larger proportion of enrolments by 15-to-19 year olds in this area of learning in 1996 (21.2% contrasted with 17.7% of enrolments in 1999). There was a smaller proportion of enrolments by 50-to-64-year olds in this area of learning in 1996 than in 1999 (2.5% contrasted with 7.1% of enrolments in 1999).

Module outcomes

On the whole, there was very little variation in the outcomes achieved by men and women between 1996 and 1999.

Generally, there was a slightly higher proportion of modules completed by women than by men, while there was a slightly smaller proportion of modules which were not completed by women compared to men.

Men, on the other hand, had proportionately more recognition of prior learning and credit transfer than women during 1996 and 1999.

In 1996 and 1999, the likelihood of receiving a fail decreased with age, while the likelihood of completing module hours increased with age.

Employment outcomes

During May 1996 and May 1999, women TAFE graduates were more likely to be employed on a part-time basis, while men TAFE graduates were more likely to be employed full-time.

During May 1996, over a quarter of women TAFE graduates were employed on a part-time basis compared to 10% of men. About 34.5% of women TAFE graduates were employed full-time, while 63.4% of men TAFE graduates were employed full-time.

During May 1999, women TAFE graduates were more likely to work part-time (24.7% contrasted with 9.4% of men TAFE graduates working part-time). Men TAFE graduates, on the other hand, were more likely to work full-time than women TAFE graduates (56.5% contrasted with 30.9% of women TAFE graduates).

Introduction

Background

This report relating to the participation of women in the vocational education and training sector during 1999 was commissioned by the Ministerial Council on Education, Employment, Training and Youth Affairs Vocational Education, Employment and Training (MCEETYA VEET) Women's Taskforce. Production of the report was funded by the Australian National Training Authority (ANTA).

The purpose of the report is to provide an analysis of existing data from the national data collections and other relevant information to enable an assessment of the participation of women in vocational education and training in 1996 and 1999.

The information provided in this report will assist the preparation of the *Final outcomes report* of the National Women's Vocational Education and Training Strategy by the MCEETYA VEET Women's Taskforce.

Approach to the selection of baseline data

In 1997, the MCEETYA VEET Women's Taskforce commissioned the National Centre for Vocational Education Research (NCVER) to provide detailed analysis of the participation of women in vocational education and training (NCVER 1998). The report presented statistical information based on the key performance indicators derived by the MCEETYA VEET Women's Taskforce.

Table 1: Key performance indicators

Outcomes	Indicators
Increase in the number of women completing VET programs	Module results Module completions
Increase in the number of women with VET qualifications at all levels	Course enrolments/outcomes by qualification Course enrolments /outcomes by stream of study
Women distributed more broadly across fields of study	Course enrolments/outcomes by stream Course enrolments/outcomes by field of study Course enrolments/outcomes by discipline group
Increase in participation and improved outcomes for specific groups of women Non-English-speaking background Indigenous Disability Rural and isolated In transition	All above indicators disaggregated on the basis of gender, age, country of birth, language spoken at home, disability, Aboriginal or Torres Strait Islander, geographic region, employment status
Broader distribution of women across industries at various levels	Course enrolments by field of study Course enrolments by discipline group Destination surveys Labour market analysis
Higher number of women in management positions	Destination surveys Labour market analysis

Source: MCEETYA VEET Women's Taskforce, memorandum, 18 November 1997

In 2000, the MCEETYA VEET Women's Taskforce commissioned the NCVER to provide further analysis on the participation of women in vocational education and training in 1999. In particular, the NCVER is required to compare the participation rate of women in 1999 with the participation rate of women in VET in 1996 based on key performance indicators.

National VET data collections

Information from the 1996 and 1999 national VET data collections was utilised to provide statistical information on participation of women in VET in each respective year. The information was derived from the data collected under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS) which facilitated the collection of nationally comparable data.

According to the AVETMIS Standard, VET activities are measured primarily by the number of clients, the number of course enrolments and the number of module (subject) enrolments. Generally, course enrolments are associated with the level of qualification and the field of study, while module enrolments are reported in terms of area of learning or discipline grouping and outcomes. Thus, because of the manner in which the national data collections report measures of VET activities, this report will provide information on the levels of qualification and the fields of study based on 'course enrolments'. The information on areas of learning and module outcomes will be reported in terms of 'module enrolments'.

Education and training programs reported in the national data collections include two types of activity: namely, vocational programs and recreational, leisure and personal enrichment programs (generally referred to as personal enrichment programs).

Prior to the 1999 data collection, course enrolments were reported in terms of stream of study. Stream of study is a classification used to describe the type and level of a course and generally, vocational programs were classified under streams '2100' to '4500' and personal enrichment programs were classified under the heading of stream of study '1000' (refer to technical notes for more information about streams of study, NCVER 1998).

In 1999, changes to the AVETMIS Standard were made and stream of study is no longer being reported. As a result, the distinction between enrolments in vocational or personal enrichment programs is no longer dependent on the stream of study classification. Instead, the new AVETMIS standard introduced a new 'VET flag' at the enrolment and course level which identifies vocational education and training activities.

The introduction of the new flag identifies vocational programs not in the scope of the previous collections. As a result, some vocational activities which were earlier out of scope are now in scope in 1999 and vice versa. In some instances therefore, the data collected in 1999 do not represent a decline or growth in numbers, but rather, a shift in what is reported.

Furthermore, prior to the advent of the new AVETMIS Standard, a module enrolment which was not associated with a course was assumed to be an enrolment in a vocational program. However, the introduction of the VET flag allows the distinction in the program to be made; consequently the difference in the number of enrolments could be due to a shift of what is reported.

Note: Although course enrolments represent the number of students undertaking studies in the VET sector, the number of course enrolments in 1999 was greater than the actual number of students in 1999. This was because students enrolled in a VET course may undertake more than one course at one time.

VET students

Since 1990, the number of students undertaking studies in the VET sector has increased dramatically. In the last ten years, the number of students undertaking a VET program increased by 70.4%. Between 1996 and 1999, the number of students undertaking studies in the VET sector increased by about 22%.

Although men tend to dominate the total number of enrolments throughout the years, there is a steady increase in the participation of women in vocational education and training. Since 1996, the number of women undertaking a VET program increased by 28% while the number of men in VET grew by 20%. Over the three years from 1996 to 1999, the annual growth rate for women in VET was 8.5%, while men's participation in VET increased by about 6.2% annually.

Growth rates by State and Territory

Except for the Northern Territory, where there was a decline in the number of students undertaking studies in the VET sector, there was generally a large increase in the number of people undertaking a VET program throughout all States and Territories.

The percentage growth rates and the annual growth rates for each State and Territory are shown in Table 2.

Table 2: Growth rates from 1996 to 1999 in each State and Territory

	Female		Male		Total	
	Percentage growth rate (1996–1999)	Annual growth rate	Percentage growth rate (1996–1999)	Annual growth rate	Percentage growth rate (1996–1999)	Annual growth rate
NSW	16.8	5.3	14.3	4.6	9.7	3.1
Vic	26.4	8.1	13.9	4.4	20.2	6.3
Qld	67.7	18.8	48.5	14.1	57.2	16.3
WA	12.8	4.1	11.6	3.7	12.2	3.9
SA	36.9	11.0	29.5	9.0	34.7	10.4
Tas	41.8	12.4	17.7	5.6	30.5	9.3
NT	-9.2	-3.2	-9.0	-3.1	-9.1	-3.1
ACT	3.9	1.3	-2.9	-1.0	0.3	0.1
Australia	27.6	8.5	19.8	6.2	21.6	6.7

Caution when interpreting data:

- Due to the change in the AVETMIS Standard in 1999, not all module enrolments are considered to be vocational. This explains why a number of students enrolled in modules only in 1999 have been omitted from the report.
- Except for some private providers in Victoria, information from private providers was not reported in 1996. However, the information is now in scope in 1999. This therefore, explains the large variation in the number of students undertaking VET between 1996 and 1999.
- In South Australia and Western Australia, information associated with VET in Schools was not reported in 1996; this data is in scope in 1999. This explains the variation in the number of students undertaking studies in the VET sector between 1996 and 1999.

Growth rates by age

The growth rates from 1996 to 1999 across the various age groups are shown in Table 3.

Over the three years from 1996 to 1999, there was generally a larger increase in the number of people aged 50 to 64 years in the VET sector.

Since 1996, the number of women aged 15 to 19 undertaking VET studies increased by about 11%. There was also a 17.4% and 15.7% increase in the number of women in the 50-to-59-age group and women in the 60-to-64-age group participating in VET during this period.

From 1996 to 1999, there was a larger increase in the number of women in the 15-to-49-age group in VET, while there was a larger increase in the number of men aged 50 to 64 undertaking VET programs.

Table 3: Growth rates from 1996 to 1999 by age

	Female		Male		Total	
	Percentage growth rate (1996-1999)	Annual growth rate	Percentage growth rate (1996-1999)	Annual growth rate	Percentage growth rate (1996-1999)	Annual growth rate
Age 15-19	37.2	11.1	28.7	8.8	31.4	9.5
Age 20-24	10.8	3.5	7.2	2.4	8.7	2.8
Age 25-29	21.9	6.8	16.8	5.3	19.4	6.1
Age 30-39	17.4	5.5	11.2	3.6	14.4	4.6
Age 40-49	34.3	10.3	23.8	7.4	29.7	9.0
Age 50-59	61.8	17.4	46.6	13.6	54.7	15.6
Age 60-64	54.8	15.7	61.4	17.3	58.1	16.5
Other ages	37.1	11.1	47.9	13.9	42.4	12.5
*Total	27.6	8.5	19.8	6.2	21.6	6.7

Note: *Total includes age 'unknown'

VET students in each State and Territory

In 1999, just over 1.6 million students were undertaking studies in the vocational education and training sector. Of this number, women contributed approximately 49% to the total number of students undertaking VET courses in 1999.

The following section provides detailed information on participation of women and men in vocational education and training programs for each State and Territory during the 1999 period.

Australia

The Australian population reached 19 million in 1999 and women comprised 50.2% of the total population.

During this period, it was estimated that 3.4% of the total population comprised women in the 15-to-19-age group and women in the 20-and-24-age group contributed approximately 3.5% to the total Australian population.

Men in the 15-to-19-age group and in the 20-to-24-age group contributed 3.6% and 3.7% to the total Australian population, respectively.

The proportion of women in vocational education and training across the various age groups is shown in Table 4. Although a large proportion of women VET students were 25 years or over, the highest participation rate in vocational education and training was from women in

the 15-to-19-year age group. That is, 22.9% of women in this age group are enrolled in VET, the highest proportion of any age groups.

Compared to other age groups, women aged between 25 to 39 years enrolled in the highest number of courses, and consequently the most number of hours undertaken were by these women. Women aged 25 years or over, however, were more likely to enrol in shorter courses. On average, they enrolled in less than 60% of the hours undertaken by women in the 15-to-19-year age group.

Table 4: Women in vocational education and training, 1999

Australia	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	148 744	112 470	258 397	227 305	56 739	803 655
% of total VET women in AUS	18.5	14.0	32.2	28.3	7.1	100.0
Number of women in AUS	649 996	666 400	2 198 968	2 797 381	3 213 545	9 526 290
VET participation rates	22.9	16.9	11.8	8.1	1.8	8.4
Course enrolments by women	195 820	139 056	306 118	259 898	53 390	954 282
% of total VET enrolments in AUS	20.5	14.6	32.1	27.2	5.6	100.0
Annual hours undertaken by women	45 339 788	29 683 046	46 989 484	32 261 123	3 846 676	158 120 117
% of total VET hours in AUS	28.7	18.8	29.7	20.4	2.4	100.0
Average hours per student	304.8	263.9	181.8	141.9	67.8	196.8

Note: *All ages includes age 'unknown'

Similar to women, men in the 25-to-39-age group contributed the greatest proportion of male students in VET during the 1999 period (see Table 5).

In contrast to women however, there was a larger proportion of men in the 15-to-24 group while there were fewer men in the 40-to-64-age group.

In 1999, the participation rates for men in the 15-to-19-age group and 20-to-24-age group were 29.5 and 21.7 respectively, while the participation rates for women in the 15 to 19 age group and 20-to-24-age group were 22.9 and 16.9 respectively.

The participation rate for women in the 40-to-64-age group was 8.1 as contrasted with to 6.9 for men in this age group.

The average number of hours undertaken by men in the 15-to-24-age group was generally higher than women in the same age group. Men in the 40-to-64-age group however, undertook fewer hours than the average number of hours undertaken by women in this age group.

Table 5: Men in vocational education and training, 1999

Australia	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	193 739	144 067	262 992	186 777	15 503	835 134
% of total VET men in AUS	23.2	17.3	31.5	22.4	1.9	100.0
Number of men in AUS	684 184	694 538	2 199 863	2 831 387	3 030 526	9 440 498
VET participation rates	28.3	20.7	12.0	6.9	0.5	8.9
Course enrolments by men	260 233	180 307	321 266	219 231	15 143	1 028 790
% of total VET enrolments in AUS	25.3	17.5	31.2	21.3	1.5	100.0
Annual hours undertaken by men	61 199 979	38 559 341	45 155 845	23 685 421	1 272 388	172 543 261
% of total VET hours in AUS	35.5	22.3	26.2	13.7	0.7	100.0
Average hours per students AUS	315.9	267.6	171.7	126.8	82.1	206.6

Note: *All ages includes age 'unknown'

New South Wales

Approximately a third of the total population in Australia resided in New South Wales. During 1999, the total population in New South Wales reached 6.4 million persons. Of this number women contributed 50.3%.

In New South Wales, 3.4% of the total population were women aged 15 to 19, and a further 3.4% were women in the 20-to-24-age group.

Men in the 15-to-19-age group represented 3.5% of the New South Wales population, while a further 3.5% were men in the 20 to 24 age group.

Participation of women from New South Wales in vocational education and training across the different age groups is shown in Table 6.

Table 6: Women from New South Wales in VET, 1999

New South Wales	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	49 831	37 840	88 306	76 799	22 393	275 169
% of total VET women in NSW	18.1	13.8	32.1	27.9	8.1	100.0
Number of women in NSW	214 802	219 853	742 718	944 247	1 103 143	3 224 763
VET participation rates	23.2	17.2	11.9	8.1	2.0	8.5
Course enrolments by women	59 510	44 660	105 338	92 543	26 237	328 288
% of total VET enrolments in NSW	18.1	13.6	32.1	28.2	8.0	100.0
Annual hours undertaken by women	14 676 671	10 132 286	17 891 691	12 369 029	1 260 972	56 330 649
% of total VET hours in NSW	26.1	18.0	31.8	22.0	2.2	100.0
Average hours per student	294.5	267.8	202.6	161.1	56.3	204.7

Note: *All ages includes age 'unknown'

The distribution of men from New South Wales in vocational education and training across the various age groups is shown in Table 7.

Table 7: Men from New South Wales in VET, 1999

New South Wales	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	62 470	44 751	77 591	56 017	6 101	256 908
% of total VET men in NSW	24.3	17.4	30.2	21.8	2.4	100.0
Number of men in NSW	226 453	227 347	742 203	958 718	1 032 196	3186917
VET participation rates	28.8	20.6	10.9	6.1	0.6	8.1
Course enrolments by men	73 405	52 398	90 748	65 505	6 946	300 375
% of total VET enrolments in NSW	24.4	17.4	30.2	21.8	2.3	100.0
Annual hours undertaken by men	18 324 740	13 028 370	15 423 790	8 018 926	545 656	55 963 104
% of total VET hours in NSW	32.7	23.3	27.6	14.3	1.0	100.0
Average hours per student	293.3	291.1	198.8	143.2	89.4	217.8

Note: *All ages includes age 'unknown'

Victoria

Information on participation of women from Victoria in vocational education training is shown in Table 8.

During 1999, it was estimated that the total population in Victoria reached 4.7 million persons. This figure represented 24.8% of the total Australian population and women contributed 50.6% to this figure.

Approximately 3.4% of all persons in Victoria were women aged between 15 to 19 years, and women within the 20-to-24-age group contributed a further 3.6% to the total population in Victoria.

Men in the 15-to-19-age group and 20-to-24-age group represented 3.5% and 3.7% of the total population in Victoria, respectively.

Table 8: Women from Victoria in VET, 1999

Victoria	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	32 572	31 988	72 781	65 837	20 743	223 921
% of total VET women in Vic.	14.5	14.3	32.5	29.4	9.3	100.0
Number of women in Vic	158 295	168 210	555 869	698 933	800 757	2 382 064
VET participation rates	20.6	19.0	13.1	9.4	2.6	9.4
Course enrolments by women	36 539	35 314	66 600	52 631	11 706	202 790
% of total VET enrolments in Vic.	18.0	17.4	32.8	26.0	5.8	100.0
Annual hours undertaken by women	1 1452 828	8 989 265	12 232 771	8 050 207	1 384 370	42 109 441
% of total VET hours in Vic.	27.2	21.3	29.0	19.1	3.3	100.0
Average hours per student	351.6	281.0	168.1	122.3	66.7	188.1

Note: *All ages includes age 'unknown'

Information on the participation of men from Victoria in vocational education and training is provided in Table 9.

Table 9: Men from Victoria in VET, 1999

Victoria	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	46 149	44 643	81 910	58 486	4 254	249 099
% of total VET men in Vic	18.5	17.9	32.9	23.5	1.7	100.0
Number of men in Vic	165 087	175 524	549 866	693 487	746 145	2 330 109
VET participation rates	29.7	27.1	15.9	9.0	0.6	10.8
Course enrolments by men	54 469	53 239	92 601	60 744	2 176	275 135
% of total VET enrolments in Vic	19.8	19.4	33.7	22.1	0.8	100.0
Annual hours undertaken by men	15 984 727	12 152 979	12 723 860	6 687 719	297 525	48 930 135
% of total VET hours in Vic	32.7	24.8	26.0	13.7	0.6	100.0
Average hours per student	346.4	272.2	155.3	114.3	69.9	196.4

Note: *All ages includes age 'unknown'

Queensland

An estimated of 3.5 million persons were living in Queensland in 1999. This figure represented 18.5% of the total population in Australia, and approximately 49.9% of all persons in Queensland were women.

Information on participation of women from Queensland in vocational education and training is shown in Table 10.

Similar to other States and Territories, women in the 15-to-19-age group represented 3.6% of all persons in Queensland, and a further 3.6% of the total population in Queensland were women within the 20-to-24-age group.

Men aged between 15 to 19 comprised 3.8% of the total population Queensland and men in the 20-to-24-age group represented a further 3.8% of the total population in this State.

Table 10: Women from Queensland in VET, 1999

Queensland	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	34 044	19 466	45 113	41 400	5 141	145 164
% of total VET women in Qld	23.5	13.4	31.1	28.5	3.5	100.0
Number of women in Qld	125 704	125 594	405 114	513 196	584 665	1 754 273
VET participation rates	27.1	15.5	11.1	8.1	0.9	8.3
Course enrolments by women	57 848	29 093	67 385	60 361	6 173	220 860
% of total VET enrolments in Qld	26.2	13.2	30.5	27.3	2.8	100.0
Annual hours undertaken by women	9 759 414	4 297 056	6 880 285	5 042 324	329 615	26 308 694
% of total VET hours in Qld	37.1	16.3	26.2	19.2	1.3	100.0
Average hours per student	286.7	220.7	152.5	121.8	64.1	181.2

Note: *All ages includes age 'unknown'

Table 11 provides detailed information about men from Queensland in vocational education and training during the 1999 period.

Table 11: Men from Queensland in VET, 1999

Queensland	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	42 927	25 233	50 077	37 063	2 428	160 906
% of total VET men in Qld	26.7	15.7	31.1	23.0	1.5	100.0
Number of men in Qld	132 933	129 466	404 483	527 491	563 710	1 758 083
VET participation rates	33.0	19.9	12.7	7.2	0.4	9.2
Course enrolments by men	78 480	37 048	71 083	50 593	3 223	244 011
% of total VET enrolments in Qld	32.2	15.2	29.1	20.7	1.3	100.0
Annual hours undertaken by men	14 059 700	5 593 789	6 654 678	3 485 098	189 905	30 225 596
% of total VET hours in Qld	46.5	18.5	22.0	11.5	0.6	100.0
Average hours per student	327.5	221.7	132.9	94.0	78.2	187.8

Note: *All ages includes age 'unknown'

Western Australia

The estimated population in Western Australia during the 1999 period was 1.9 million. This figure represented 9.8% of the total Australian population and women contributed 49.7% to the total Western Australia population.

Women in the 15-to-19-age group contributed 3.6% of the total population of women in Western Australia, and 3.7% of all persons in Western Australia were women aged 20 to 24 years.

Men in the 15 to 19 represented 3.8% of all persons in Western Australia, while men in the 20-to-24-age group comprised a further 3.9% of the Western Australian population.

The level of participation in vocational education and training for women in Western Australia across the different age groups in shown in Table 12.

Detailed information on the level of participation of men from Western Australia in vocational education and training across the different age groups is shown in Table 13.

Table 12: Women from Western Australian in VET, 1999

Western Australia	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	11 579	9 082	19 868	15 372	3 161	59 062
% of total VET women in WA	19.6	15.4	33.6	26.0	5.4	100.0
Number of women in WA	66 145	68 358	216 116	271 127	302 249	923 995
VET participation rates	17.5	13.3	9.2	5.7	1.0	6.4
Course enrolments by women	14 439	11 237	24 862	19 605	3 605	73 748
% of total VET enrolments in WA	19.6	15.2	33.7	26.6	4.9	100.0
Annual hours undertaken by women	4 455 791	2 614 115	3 955 675	2 609 285	475 817	14 110 683
% of total VET hours in WA	31.6	18.5	28.0	18.5	3.4	100.0
Average hours per student	384.8	287.8	199.1	169.7	150.5	238.9

Note: *All ages includes age 'unknown'

Table 13: Men from Western Australian in VET, 1999

Western Australia	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	17 592	11 917	21 194	12 590	856	67 123
% of total VET men in WA	26.2	17.8	31.6	18.8	1.3	100.0
Number of men in WA	70 120	72 057	222 035	281 162	291 647	937 021
VET participation rates	26.3	17.3	10.0	4.7	0.3	7.2
Course enrolments by men	21 953	14 796	25 879	15 262	1 005	82 147
% of total VET enrolments in WA	26.7	18.0	31.5	18.6	1.2	100.0
Annual hours undertaken by men	6 437 700	3 214 678	4 114 007	1 935 583	127 350	16 256 643
% of total VET hours in WA	39.6	19.8	25.3	11.9	0.8	100.0
Average hours per student	365.9	269.8	194.1	153.7	148.8	242.2

Note: *All ages includes age 'unknown'

South Australia

During the 1999 period, the total population in South Australia reached 1.5 million persons representing 7.9% of the Australian population. Of this number, women contributed 50.6% of the total population in South Australia.

Women in the 15-to-19-age group comprised 3.3% of the total population in South Australia, and a further 3.3% of South Australians were women in the 20-to-24-age group.

Men in the 15-to-19-age group represented 3.4% of the total population in South Australia. There was also 3.4% of men in the 20-to-24-age group.

Information on participation of women in VET across the different age groups is shown in Table 14.

Detailed information on participation of men from South Australia in VET is shown in Table 15.

Table 14: Women from South Australia in VET, 1999

South Australia	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	14 161	8 925	20 846	19 174	4 035	67 141
% of total VET women in SA	21.1	13.3	31.0	28.6	6.0	100.0
Number of women in SA	49 377	48 583	163 917	228 514	264 358	754 749
VET participation rates	28.7	18.4	12.7	8.4	1.5	8.9
Course enrolments by women	19 069	12 085	27 247	23 431	4 239	86 071
% of total VET enrolments in SA	22.2	14.0	31.7	27.2	4.9	100.0
Annual hours undertaken by women	2 898 897	2 158 321	3 515 409	2 571 801	269 457	11 413 885
% of total VET hours in SA	25.4	18.9	30.8	22.5	2.4	100.0
Average hours per student	204.7	241.8	168.6	134.1	66.8	170.0

Note: *All ages includes age 'unknown'

Table 15: Men from South Australia in VET, 1999

South Australia	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	16 160	10 579	20 259	15 180	1 450	65 149
% of total VET men in SA	24.8	16.2	31.1	23.3	2.2	100.0
Number of men in SA	51 453	51 472	166 100	225 376	243 924	738 325
VET participation rates	32.4	21.4	12.7	7.0	0.6	8.9
Course enrolments by men	21 307	13 939	25 854	18 000	1 308	82 053
% of total VET enrolments in SA	26.0	17.0	31.5	21.9	1.6	100.0
Annual hours undertaken by men	3 754 548	2 682 872	3 821 746	2 291 058	76 293	12 823 801
% of total VET hours in SA	29.3	20.9	29.8	17.9	0.6	100.0
Average hours per student	232.3	253.6	188.6	150.9	52.6	196.8

Note: *All ages includes age 'unknown'

Tasmania

An estimated of just over 470 000 people were living in Tasmania in 1999, representing 2.5% of the total Australian population.

Women comprised 50.7% of the State's population, with 15 to 19 year olds comprising 3.6% and 20 to 24 year olds comprising 3.1% of the State's population. Men in the 15 to 19 age group comprised 3.7% of the total population in Tasmania; a further 3.2% were men in the 20-to-24-age group.

The distribution of women in Tasmania in VET by the different age groups is shown in Table 16.

Table 16: Women from Tasmania in VET, 1999

Tasmania	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	3 012	2 073	4 931	4 587	488	15 091
% of total VET women in Tas	20.0	13.7	32.7	30.4	3.2	100.0
Number of women in Tas	16 956	14 747	50 659	71 752	84 432	238 546
VET participation rates	17.8	14.1	9.7	6.4	0.6	6.3
Course enrolments by women	4 250	2 937	7 072	6 488	568	21 315
% of total VET enrolments in Tas	19.9	13.8	33.2	30.4	2.7	100.0
Annual hours undertaken by women	910 165	567 759	959 010	784 902	24 564	3 246 400
% of total VET hours in Tas	28.0	17.5	29.5	24.2	0.8	100.0
Average hours per student	302.2	273.9	194.5	171.1	50.3	215.1

Note: *All ages includes age 'unknown'

Detailed information on the participation of men from Tasmania in vocational education and training across the different age groups is shown in Table 17.

Table 17: Men from Tasmania in VET, 1999

Tasmania	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	4 089	2 669	5 155	3 786	180	16 175
% of total VET men in Tas	25.3	16.5	31.9	23.4	1.1	100.0
Number of men in Tas	17 558	15 174	48 529	71 657	78 797	231 715
VET participation rates	24.1	18.3	11.0	5.5	0.2	7.1
Course enrolments by men	5 542	3 619	6 936	4 964	233	21 627
% of total VET enrolments in Tas	25.6	16.7	32.1	23.0	1.1	100.0
Annual hours undertaken by men	1 374 766	671 104	958 333	582 445	11 583	3 616 568
% of total VET hours in Tas	38.0	18.6	26.5	16.1	0.3	100.0
Average hours per student	336.2	251.4	185.9	153.8	64.4	223.6

Note: *All ages includes age 'unknown'

Northern Territory

The Northern Territory is Australia's largest territory with approximately 193 thousand people representing 1.0% of the total Australian population. Women represented an estimated 47.1% of the total population in Northern Territory.

Women in the 15-to-19-age group comprised 3.6% of the total population in Northern Territory and women aged between 20 and 24 years contributed 4.1% to the total population in this territory. In the Northern Territory, men aged 15 to 19 represented 3.9% of the total population, while men in the 20-to-24-age group comprised 4.6% of all persons in the Northern Territory.

Table 18 provides detailed information about women from Northern Territory in vocational education and training.

Table 18: Women from Northern Territory in VET, 1999

Northern Territory	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	1 588	1 276	3 496	2 148	610	9 118
% of total VET women in NT	17.4	14.0	38.3	23.6	6.7	100.0
Number of women in NT	7 023	7 847	26 136	22 385	27 490	90 881
VET participation rates	22.6	16.3	13.4	9.6	2.2	10.0
Course enrolments by women	1 795	1 528	4 010	2 504	683	10 520
% of total VET enrolments in NT	17.1	14.5	38.1	23.8	6.5	100.0
Annual hours undertaken by women	399 413	304 877	739 670	403 738	61 991	1 909 689
% of total VET hours in NT	20.9	16.0	38.7	21.1	3.2	100.0
Average hours per student	251.5	238.9	211.6	188.0	101.6	209.4

Note: *All ages includes age 'unknown'

Information on the level of participation of men from Northern Territory in VET is provided in Table 19.

Table 19: Men from Northern Territory in VET, 1999

Northern Territory	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	2 170	1 724	3 711	1 994	199	10 126
% of total VET men in NT	21.4	17.0	36.6	19.7	2.0	100.0
Number of men in NT	7 584	8 948	28 904	27 018	29 547	102 001
VET participation rates	29.6	20.0	13.3	7.6	0.7	9.9
Course enrolments by men	2 350	2 114	4 401	2 180	208	11 628
% of total VET enrolments in NT	20.2	18.2	37.8	18.7	1.8	100.0
Annual hours undertaken by men	519 730	397 024	729 015	339 654	18 446	2 048 418
% of total VET hours in NT	25.4	19.4	35.6	16.6	0.9	100.0
Average hours per student	239.5	230.3	196.4	170.3	92.7	202.3

Note: *All ages includes age 'unknown'

Australian Capital Territory

An estimated 310 thousand persons were living in the Australian Capital Territory during the 1999 period. This figure represented 1.6% of the total Australian population.

Overall, women contributed 50.1% to the total population of this territory and women in the 15-to-19-age group comprised 3.7% and a further 4.2% were women in the 20-to-24-age group. An estimate of 4.2% of all persons living in the Australian Capital Territory were men in the 15-to-19-age group. Men in the 20-to-24-age group comprised 4.7% of the total population of the Australian Capital Territory.

Table 20 shows the level of participation of women from the Australia Capital Territory in vocational education and training across the various age groups.

Table 20: Women from Australian Capital Territory in VET, 1999

Australian Capital Territory	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of women in VET	1 957	1 820	3 056	1 988	168	8 989
% of total VET women in ACT	21.8	20.2	34.0	22.1	1.9	100.0
Number of women in ACT	11 593	13 152	38 002	46 847	45 954	155 548
VET participation rates	16.9	13.8	8.0	4.2	0.4	5.8
Course enrolments by women	2 370	2 202	3 604	2 335	179	10 690
% of total VET enrolments in ACT	22.2	20.6	33.7	21.8	1.7	100.0
Annual hours undertaken by women	786 609	619 367	814 973	429 837	39 890	2 690 676
% of total VET hours in ACT	29.2	23.0	30.3	16.0	1.5	100.0
Average hours per student	401.9	340.3	266.7	216.2	237.4	299.3

Note: *All ages includes age 'unknown'

Detailed information about men from the Australian Capital Territory in vocational education and training across the different age groups is shown in Table 21.

Table 21: Men from Australian Capital Territory in VET, 1999

Australian Capital Territory	Age 15–19	Age 20–24	Age 25–39	Age 40–64	Other ages	*All ages
Number of men in VET	2 182	2 551	3 095	1 661	35	9 648
% of total VET men in ACT	22.6	26.4	32.1	17.2	0.4	100.0
Number of men in ACT	12 875	14 461	37 283	45 951	44 055	154 625
VET participation rates	17.2	17.9	8.4	3.7	0.1	6.2
Course enrolments by men	2 727	3 154	3 764	1 983	44	11 814
% of total VET enrolments in ACT	23.1	26.7	31.9	16.8	0.4	100.0
Annual hours undertaken by men	744 068	818 525	730 416	344 938	5 630	2 678 996
% of total VET hours in ACT	27.8	30.6	27.3	12.9	0.2	100.0
Average hours per student	341.0	320.9	236.0	207.7	160.9	277.7

Note: *All ages includes age 'unknown'

VET courses

The VET sector uses a number of classification systems to describe the content and level of VET courses. These systems are:

- field of study: which describes the primary subject matter of the course
- level of qualification: which classifies the qualification awarded to an individual on successful completion of a course
- stream of study: which describes the types of a course according to its level of vocational outcomes

As mentioned, the 'stream of study' classification is no longer being reported since the introduction of the new AVETMIS Standard in 1999. Therefore, the following section describes the types of courses undertaken by women in 1996 and 1999 with reference to the levels of qualification and the fields of study only.

However, additional systems were introduced to describe the work-related outcomes of a VET course. These systems include:

- occupational grouping: which identifies the most common occupational outcome that a course is designed to provide
- industry type: which identifies the type of industry to which a course relates

Therefore, the classifications of the courses undertaken by women in 1999 under the headings of occupational groupings and industry types will also be presented. This information will provide a better understanding of the distribution of women across VET courses since the introduction of the *National women's vocational education and training strategy* in 1996.

Field of study

In 1996[1], the highest proportion of enrolments by women were in the following fields of study:

- business, administration, economics (27.1%)
- TAFE multi-field education (22.4%)
- health, community services (11.1%)

While the fields of study with the highest number of women in 1999 were:

- business, administration, economics (28.3%)
- TAFE multi-field education (17.9%)
- services, hospitality, transportation (12.3%)

Women in 1999 were more likely to be undertaking higher level courses than in 1996. Proportionately fewer women enrolled in courses in the 'TAFE multi-field education' field of study in 1999 compared to 1996.

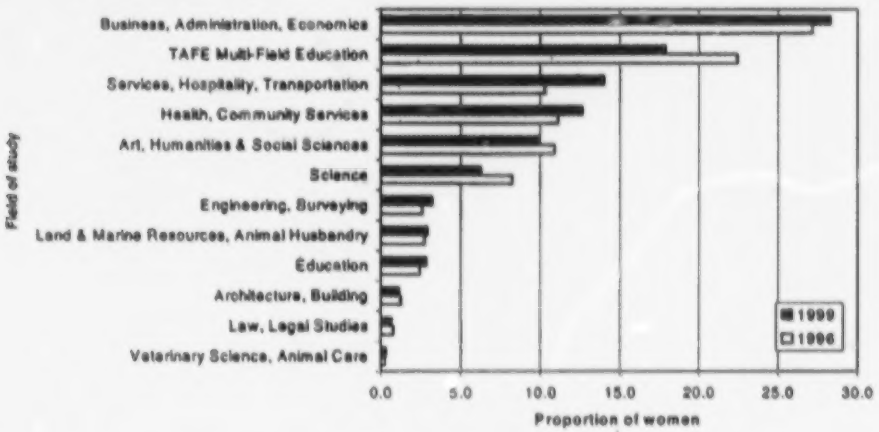
Women who undertook their studies in 1999 were generally less likely to undertake studies in the 'Science' field of study than women who enrolled in a VET program in 1996.

[1] Refer to *'Women in VET 1996'* for detailed information of 1996 data.

While women who undertook their studies in the VET sector in 1996 were less inclined to enrol in courses in the 'services, hospitality, transportation' field of study than women who studied their VET course in 1999.

The fields of study undertaken by women who undertook their studies in the VET sector during 1996 and 1999 are illustrated in Figure 1.

Figure 1: Field of study enrolled in by women in 1996 and 1999



As with women, men who undertook their studies in 1999 were less likely to enrol in courses in the 'TAFE multi-field education' field of study than men who undertook their studies in the VET sector in 1996 (refer to Table 22). Furthermore, men who were studying their VET course in 1999 were also more inclined to undertake their studies in the 'services, hospitality, transportation' field of study than men who were studying in the VET sector 1996.

Table 22: Course enrolments by field of study during 1996 and 1999

	Female				Male				*Total			
	1996		1999		1996		1999		1996		1999	
	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
Land & marine resources, animal husbandry	23.0	2.7	27.8	2.9	65.2	7.1	75.2	7.3	110.6	6.2	103.3	5.2
Architecture, building	10.3	1.2	10.9	1.1	87.4	9.6	89.6	8.7	97.8	5.5	100.5	5.0
Art, humanities & social sciences	91.9	10.9	94.1	9.9	45.3	5.0	50.7	4.9	137.4	7.7	145.5	7.3
Business, administration, economics	229.0	27.1	270.0	28.3	148.1	16.2	152.6	14.8	379.2	21.2	426.2	21.4
Education	20.3	2.4	27.1	2.8	11.1	1.2	19.6	1.9	31.5	1.8	46.8	2.4
Engineering, surveying	21.9	2.6	30.6	3.2	222.8	24.4	243.2	23.6	245.0	13.7	274.1	13.8
Health, community services	93.6	11.1	120.5	12.6	40.7	4.4	52.2	5.1	134.7	7.5	173.7	8.7
Law, legal services	6.4	0.8	6.2	0.6	7.8	0.9	6.5	0.6	14.2	0.8	12.7	0.6
Science	69.2	8.2	59.5	6.2	51.3	5.6	66.1	6.4	120.7	6.8	125.9	6.3
Veterinary science, animal care	2.3	0.3	3.3	0.3	0.3	0.0	0.4	0.0	2.5	0.1	3.7	0.2
Services, hospitality, transportation	86.7	10.3	133.7	14.0	77.3	8.5	126.4	12.3	166.1	9.3	262.2	13.2
TAFE multi-field education	189.1	22.4	170.7	17.9	157.0	17.2	146.4	14.2	346.5	19.4	317.7	15.9
Total	843.6	100.0	954.3	100.0	914.3	100.0	1028.8	100.0	1786.3	100.0	1992.2	100.0

Note: *Total includes gender 'unknown'

Over the three years from 1996 to 1999, men predominantly enrolled in courses in the 'engineering, surveying', 'architecture, building' and 'land & marine resources, animal husbandry' fields of study.

While women primarily enrolled in courses in the 'health, community services', 'business, administration, economics' and 'art, humanities and social sciences' fields of study.

Field of study by age

In 1996, women aged 15 to 44 years represented the greatest proportion of enrolments in the 'business, administration and economics' field of study with 20-to-24-year olds representing the highest proportion.

In 1999, women aged 20 to 54 years represented the greatest proportion of enrolments in the 'business, administration and economics' field of study with women in the 20 to 29 years representing the highest proportion.

In 1996, over a quarter of women aged 45 years or over were enrolled in 'TAFE multi-field education' courses. In 1999 however, the proportion of women over the age of 45 years who enrolled in a 'TAFE multi-field education' course was less than 20%.

In 1996, enrolments by women in courses in the 'education' field of study increased with age (0.4% of 15 to 19 year olds contrasted with 6.2% of 55 to 64 year olds). This pattern of enrolment was also similar for women who undertook their studies in the VET sector in 1999 (0.8% of 15 to 19 year olds as contrasted with 4.8% of 55 to 64 year olds).

In 1996, enrolments by women in 'science' courses increased with age (2.9% of 15 to 19 year olds contrasted with 13.6% of 55 to 64 year olds. Similarly, less than 5% of enrolments by women in the 15-to-19-age group was in the 'science' field of study, while almost 10% of courses undertaken by women in the 55-to-64-age group was in this field of study during the 1999 period.

Table 23: Courses enrolled by women in each field of study by age (%), 1999

Female	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Land and Marine Resources, Animal Husbandry	2.8	2.9	3.0	3.1	2.9	3.0	3.4	2.7	2.9	27.8
Architecture, building	0.8	1.2	1.4	1.5	1.2	1.1	1.1	1.0	1.1	10.9
Art, humanities & social sciences	6.9	9.2	11.3	10.2	9.3	10.4	15.1	18.3	9.9	94.1
Business, administration, economics	25.7	30.4	30.1	29.2	28.7	27.7	23.2	21.2	28.3	270.0
Education	0.8	1.5	2.7	3.3	4.0	4.4	4.8	3.9	2.8	27.1
Engineering, surveying	2.4	3.4	3.7	3.6	3.4	3.5	3.1	2.8	3.2	30.6
Health, community services	10.9	13.4	12.5	13.0	14.2	14.6	10.3	4.8	12.6	120.5
Law, legal studies	0.6	1.0	1.0	0.7	0.5	0.5	0.4	0.2	0.6	6.2
Science	4.6	4.2	5.5	6.4	7.1	7.7	9.6	10.3	6.2	59.5
Veterinary science, animal care	0.5	0.7	0.5	0.3	0.2	0.1	0.1	0.1	0.3	3.3
Services, hospitality, transportation	26.4	17.9	11.4	9.5	8.9	9.0	7.4	6.8	14.0	133.7
TAFE multi-field education	17.7	14.2	16.9	19.1	19.5	17.9	21.6	27.8	17.9	170.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	954.3
Total ('000)	195.8	139.1	108.9	93.2	199.8	127.1	37.0	14.7	954.3	

Note: *Total includes age 'unknown'

In 1996 and 1999, enrolments by women in the 'Services, hospitality, transportation' decreased with age. In 1996, 23.6% of enrolments by women in the 15-to-19-age group were in this field of study as contrasted with 4.5% of women in the 55-to-64-age group. In 1999, almost a quarter of the courses undertaken by women in the 15-to-19-age group was in the 'Services,

hospitality, transportation' field of study, while less than 8.0% of the courses undertaken by women in the 55-to-64-age group was in this field of study.

The pattern of distributions of course enrolments across each field of study differed substantially for men and women.

In 1999, men aged under 44 years of age were more inclined to enrol in courses in the 'Engineering, surveying' field of study and men in the 15-to-24-age group represented the greatest proportion of enrolments in this field of study. This pattern of enrolment was also the same for men who were undertaking their studies in 1996. During 1996, men aged 15 to 44 years represented the greatest proportion of enrolments in the 'engineering, surveying' field of study (26.2%) with 15-to-19-year olds representing the highest proportion (31.7%).

While older women preferred courses in the 'arts, humanities and social sciences' field of study, older men were more inclined to undertake studies in the 'Business, administration, economics' than their younger counterparts. The proportion of men enrolling in these courses decreased with age. This pattern was nevertheless reversed for men undertaking studies in the 'Architecture, building' field of study. Younger men contributed a greater proportion of enrolments in this field of study and the proportion of men in this field decreased with age.

The distribution of men in each field of study by age is shown in Table 24.

Table 24: Courses enrolled by men by field of study by age (%), 1999

Male	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Land and marine resources, animal husbandry	6.2	6.4	7.2	7.7	8.2	9.0	10.7	8.3	7.3	75.2
Architecture, building	12.5	11.1	7.9	7.1	6.3	5.5	4.7	3.7	8.7	89.6
Art, humanities & social sciences	4.0	4.8	5.6	4.8	4.5	4.9	7.1	10.6	4.9	50.7
Business, administration, economics	9.8	13.2	15.4	16.5	17.2	18.0	18.1	20.4	14.8	152.6
Education	0.4	0.7	1.5	2.2	3.3	4.2	4.0	2.5	1.9	19.6
Engineering, surveying	27.6	28.5	23.5	23.2	21.7	18.7	14.9	8.5	23.6	243.2
Health, community services	2.7	3.8	5.6	6.4	7.0	7.6	6.3	3.4	5.1	52.2
Law, legal studies	0.3	0.7	1.0	0.8	0.7	0.7	0.7	0.5	0.6	6.5
Science	6.2	5.3	6.3	6.5	6.8	6.8	7.9	12.0	6.4	66.1
Veterinary science, animal care	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
Services, hospitality, transportation	12.9	14.0	13.3	11.4	11.2	11.8	10.6	5.5	12.3	126.4
TAFE multi-field education	17.3	11.6	12.5	13.3	13.1	12.9	14.9	24.7	14.2	146.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1028.8
Total ('000)	260.2	180.3	123.8	101.4	174.7	104.6	36.0	15.1	1028.8	

Note: *Total includes age 'unknown'

Level of qualification

The Australian Qualifications Framework (AQF) was first introduced Australia-wide on 1 January 1995 and was being phased in over the five-year-period to 1 January 2000. As a result, the information on the level of qualification undertaken by many women during 1996 is reported as classified under the Register of Awards in Tertiary Education (RATE) system. While the majority of the qualifications undertaken by women and men during 1999 were classified under the AQF system.

Consequently, over the three years from 1996 to 1999, there was a substantial decrease in the proportion of people enrolling in courses at the 'associate diploma', 'advanced certificate – post-trade', 'certificate – not elsewhere classified', 'statement of attainment'. Conversely, there was a considerable increase in the proportion of enrolment at the AQF levels (see Table 25).

In 1999, the highest proportion of enrolments by women and men were in the following levels of qualification:

- non – award courses
- AQF – certificate III & equivalent
- AQF – certificate II & equivalent

The three levels of qualification with the highest proportion of women and men enrolments in 1996 were:

- non-award courses
- Certificate not elsewhere classified (NEC)
- statement of attainment

This pattern of enrolments however, does not suggest that students were more inclined to enrol in 'AQF – certificate III & equivalent' and 'AQF – certificate II & equivalent' in 1999. The information indicates there was a shift in what is reported under the national data collections.

Table 25: Level of qualification undertaken by students during 1996 and 1999

	Female				Male				Total			
	1996		1999		1996		1999		1996		1999	
	('000)	*%*	*('000)*	*%*	*('000)*	*%*	*('000)*	*%*	*('000)*	*%*	*('000)*	*%*
Diploma	4.1	0.5	2.0	0.2	3.6	0.4	1.1	0.1	7.7	0.4	3.2	0.2
Associate diploma	50.4	6.0	6.2	0.7	57.2	6.3	9.1	0.9	107.6	6.0	15.3	0.8
Advanced certificate – post trade	1.5	0.2	0.5	0.0	8.2	0.9	5.7	0.6	3.7	0.2	6.2	0.3
Advanced certificate – other	33.0	3.9	4.9	0.5	35.1	3.8	5.8	0.6	68.2	3.8	11.0	0.6
Certificate – trade	6.6	0.8	1.9	0.2	78.6	8.6	31.2	3.0	85.3	4.8	33.1	1.7
Certificate – NEC	133.0	15.8	35.6	3.7	140.1	15.3	34.6	3.4	273.4	15.4	70.6	3.5
Endorsements to certificates	0.2	0.0	N/A	N/A	3.2	0.3	N/A	N/A	3.3	0.2	N/A	N/A
Statement of attainment	113.2	13.4	70.7	7.4	156.3	17.1	116.7	11.3	269.6	15.1	187.7	9.4
Certificate of competency	11.8	1.4	N/A	N/A	8.1	0.9	N/A	N/A	20.0	1.1	N/A	N/A
Certificate of proficiency	0.8	0.1	N/A	N/A	1.0	0.1	N/A	N/A	1.8	0.1	N/A	N/A
AQF – senior secondary	3.8	0.5	2.4	0.3	2.4	0.3	1.9	0.2	6.2	0.3	4.3	0.2
AQF – certificate I	25.9	3.1	66.9	7.0	28.8	3.2	85.1	8.3	54.7	3.1	152.2	7.6
AQF – certificate II	57.5	6.8	168.2	17.6	41.3	4.5	155.6	15.1	99.0	5.6	326.4	16.4
AQF – certificate III	70.9	8.4	169.2	17.7	59.8	6.5	169.8	16.5	130.7	7.3	341.1	17.1
AQF – certificate IV	35.8	4.2	89.2	9.3	33.1	3.6	88.1	8.6	69.0	3.9	178.4	9.0
AQF – diploma	40.5	4.8	79.9	8.4	32.6	3.6	74.6	7.2	73.2	4.1	154.8	7.8
AQF – advanced diploma	15.0	1.8	24.2	2.5	13.4	1.5	26.0	2.5	28.4	1.6	50.2	2.5
AQF – bachelor's degree	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
AQF – graduate diploma	N/A	N/A	0.0	0.0	N/A	N/A	0.0	0.0	N/A	N/A	0.0	0.0
AQF – graduate certificate	N/A	N/A	0.5	0.1	N/A	N/A	0.3	0.0	N/A	N/A	0.8	0.0
AQF subtotal	*249.4*	*29.6*	*600.7*	*62.9*	*211.4*	*23.1*	*601.2*	*58.4*	*461.3*	*25.9*	*1208.4*	*60.7*
Other qualifications	67.1	8.0	N/A	N/A	81.7	8.9	N/A	N/A	153.8	8.6	N/A	N/A
Non-award	172.7	20.5	231.8	24.3	129.7	14.2	223.3	21.7	324.8	18.2	456.7	22.9
Total	843.6	100.0	954.3	100.0	914.3	100.0	1028.8	100.0	1780.3	100.0	1992.2	100.0

The different levels of qualification reported in Table 25 can be summarised into nine different levels of qualification. Namely,

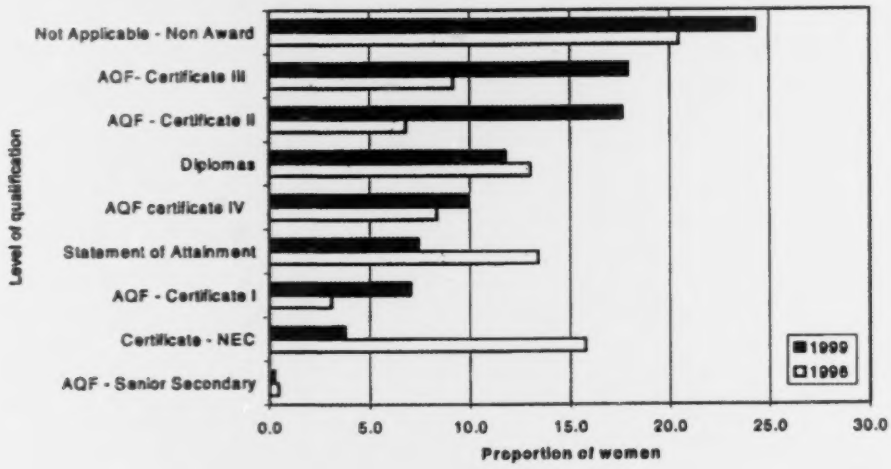
- Diplomas
- AQF – certificate IV and equivalent
- AQF – certificate III and equivalent
- AQF – certificate II
- AQF – certificate I
- AQF – senior secondary
- Certificate not elsewhere classified
- Statements of attainment
- Non-award courses

In 1999, there was a larger proportion of women undertaking non-award courses than in 1996.

There was also a larger proportion of women enrolling in courses at the 'AQF – certificate III', 'AQF – certificate II' and 'AQF – certificate I' levels than in 1996 (refer to Figure 2).

In 1996, there was a larger proportion of women enrolled in 'Certificate – not elsewhere classified' courses. There was also a large proportion of women undertaking studies at the 'statement of attainment' level. On the whole, there was a slightly larger proportion of women undertaking studies at the 'diploma' level in 1996 compared to 1999.

Figure 2: Level of qualification undertaken by women during 1996 and 1999



The difference in the level of qualification undertaken by women during 1996 and 1999, however, was primarily due to the re-classification of the level of qualification.

Many courses previously classified at the 'statement of attainment' level have been re-classified at the 'AQF – certificate IV' level. Similarly, courses which were classified at the 'certificate – not elsewhere classified' level have been re-classified in accordance with the AQF system. As a result, the proportion of women enrolling in courses at the 'Certificate – not elsewhere classified' level decreased considerably in 1999 while the proportion of women undertaking studies across the different AQF levels increased substantially.

Level of qualification by age

Due to the re-classification of the level of qualification, it was not possible to provide a direct comparison of the level of qualifications undertaken by women across the various age groups in 1996 and 1999.

However, in 1996, women aged 15 to 19 years (20.2%) and women aged 20 to 24 years (14.6%) represented the highest proportion of enrolments in certificate courses. Women over 25 years of age represented the highest proportion of enrolments in non-award courses.

Table 26 shows the distribution of course enrolments for women by the level of qualification across the different age groups in 1999.

In 1999, women in the 20-to-24-age group represented the highest proportion of enrolments that resulted in a 'diploma'. Younger women in the 15-to-19-age group were more likely to undertake studies at the 'AQF – certificate II' or 'AQF – certificate I' level than their older counterparts.

During 1996 and 1999 older women predominantly enrolled in non-award courses; the proportion of women undertaking these courses increased with age.

Table 26: Courses enrolled by women by level of qualification by age (%), 1999

Female	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Graduate higher or higher	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.6
Diplomas	11.2	20.2	15.3	12.5	10.3	8.1	4.6	2.6	11.8	112.4
AQF – certificate IV & equivalent	5.9	11.0	12.3	12.0	11.5	10.3	7.0	3.1	9.9	94.5
AQF – certificate III & equivalent	19.1	20.5	17.4	17.8	18.4	17.7	14.4	9.4	17.9	171.1
AQF – certificate II	26.4	15.5	14.5	15.0	15.6	15.3	15.8	16.1	17.6	168.2
AQF – certificate I	11.6	5.0	5.7	6.1	6.0	5.9	7.1	9.3	7.0	66.9
AQF – senior secondary	0.6	0.4	0.2	0.2	0.1	0.1	0.1	0.1	0.3	2.4
Certificate - NEC	3.6	3.7	3.9	3.9	3.9	3.6	3.4	3.7	3.7	35.6
Statement of attainment	5.7	6.5	7.1	7.9	8.5	9.4	9.5	9.3	7.4	70.7
Not Applicable non-award	15.9	17.1	23.6	24.7	25.6	29.6	38.1	46.5	24.3	231.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	954.3
Total ('000)	195.8	139.1	108.9	93.2	199.8	127.1	37.0	14.7	954.3	

Note: *Total includes age 'unknown'

The distribution of courses enrolled by men in 1999 by levels of qualification by age is shown in Table 27.

In 1996, men in the 15-to-19-age group (17.6%) represented the highest proportion of enrolments in trade certificates. In 1999, however, men in the 15-to-19-age group predominantly enrolled in courses at the 'AQF certificate III & equivalent level'.

In 1996 and 1999, the proportion of enrolments in non-award courses increased with age. In 1996, 26.0% of enrolments by men in the 55-to-64-age group were non-award courses contrasted with 9.1% of enrolments by men in the 15-to-19-age group. In 1999 however, 34.4% of enrolments by men in the 55-to-64-age group were in non-award courses compared to approximately 15% of enrolments by men in the 15-to-19-age group.

Like women who undertook their studies in the VET sector in 1999, a large proportion of men in the 20-to-24-age group also enrolled in courses at the 'diploma' level in 1999.

In 1999, men in the 15-to-24-age group contributed the highest proportion of enrolments in 'AQF – certificate III and equivalent' courses. The proportion of men undertaking these courses declined with age.

In 1999, men in the 15-to-19-age group were more inclined to enrol in courses classified at the 'AQF – certificate II' and 'AQF – certificate I' levels than their older counterparts.

Table 27: Courses enrolled by men by level of qualification by age (%), 1999

Male	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Graduate higher or higher	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.3
Diplomas	8.5	16.0	13.8	12.2	10.8	7.9	5.0	2.6	10.8	110.8
AQF – certificate IV & equivalent	4.8	9.7	11.7	12.5	12.7	11.9	8.9	4.1	9.7	99.6
AQF – certificate III & equivalent	26.7	28.2	16.2	14.6	13.5	12.4	11.2	9.3	19.5	201.0
AQF – certificate II	19.8	12.8	14.4	13.6	13.4	13.5	14.6	16.6	15.1	155.6
AQF – certificate I	14.1	5.4	6.5	7.0	6.7	6.1	6.2	10.3	8.3	85.1
AQF – senior secondary	0.4	0.3	0.1	0.1	0.1	0.0	0.0	0.0	0.2	1.9
Certificate - NEC	3.2	3.1	3.3	3.5	3.5	3.6	3.7	3.1	3.4	34.6
Statement of attainment	7.3	9.2	12.8	13.5	14.4	15.7	15.8	12.5	11.3	116.7
Not Applicable non-award	15.3	15.4	21.1	23.1	25.0	28.8	34.4	41.4	21.7	223.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1028.8
Total ('000)	260.2	180.3	123.8	101.4	174.7	104.6	36.0	15.1	1028.8	

Note: *Total includes age 'unknown'

Occupational grouping

Figure 3 provides detailed information on the courses undertaken by men and women and the most common occupational outcomes their course is designed to provide.

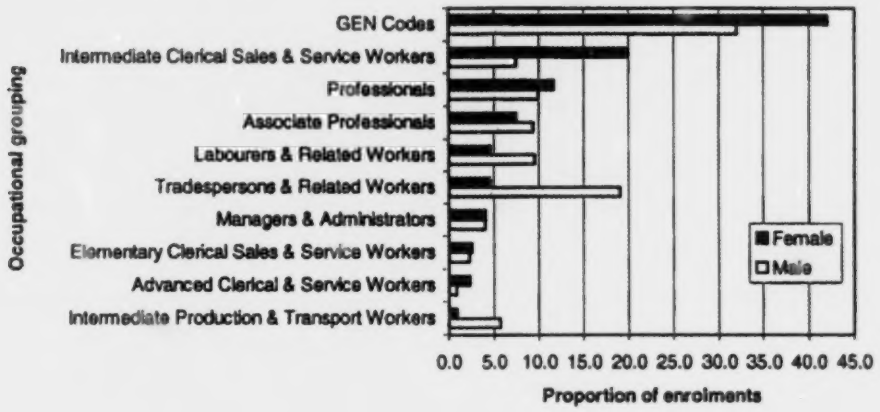
Both men and women predominantly enrolled in courses which are not occupationally specific (classified under the heading of 'GEN codes'). There was a larger proportion of women (42.0%) undertaking these courses than men (32.0%). Women were more inclined than men to enrol in courses which would assist them to become 'intermediate, clerical sales and service workers' (7.4% compared to 19.9% respectively).

By contrast, men mainly undertook courses which are associated with traditional trade occupations. These include courses to become 'Tradespersons and related workers (19.0%)', 'Intermediate production and transport workers (5.7%)' or 'Labourers and related workers (9.5%)' compared to 4.6%, 4.6% and 1.0% for women respectively.

Men and women, however, participated in equal proportions in courses which would allow them to work as 'Managers and administrators ' and 'Elementary clerical sales and service workers'.

Nevertheless, there was a larger proportion of women undertaking courses to become 'professionals', while men were more likely to undertake courses to become 'associate professionals'.

Figure 3: Course enrolments by occupational grouping, 1999



Occupational grouping by age

Table 28 provides information on courses enrolled by women by occupational grouping by the various age groups.

Table 28: Courses enrolled by women by occupational grouping by age (%), 1999

Female	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Managers & administrators	3.5	6.8	5.5	4.3	3.5	2.8	2.0	0.9	4.1	39.1
Professionals	7.2	12.7	14.4	14.3	13.7	12.2	9.9	6.1	11.6	110.8
Associate professionals	6.3	10.6	9.1	8.2	7.8	6.8	3.5	1.3	7.4	71.0
Tradespersons & related workers	7.6	6.2	4.1	3.8	3.2	3.0	2.8	3.0	4.6	43.7
Advanced clerical & service workers	2.8	2.7	2.1	2.1	2.4	2.2	1.8	1.7	2.3	22.3
Intermediate clerical sales & service workers	30.9	23.9	17.9	16.3	16.4	15.5	11.4	8.1	19.9	189.9
Intermediate production & transport workers	0.6	0.9	1.1	1.1	1.1	1.1	0.8	0.9	0.9	8.7
Elementary clerical sales & service workers	5.9	2.3	1.8	1.6	1.5	1.4	1.0	0.9	2.5	24.1
Labourers & related workers	5.3	3.3	3.7	4.2	4.8	5.9	5.5	4.6	4.6	43.8
[1]GEN Codes	29.8	30.7	40.3	44.2	45.8	49.2	61.2	72.5	42.0	400.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	954.3
Total ('000)	195.8	139.1	108.9	93.2	199.8	127.1	37.0	14.7	954.3	

Note: *Total includes age 'unknown'

Younger women in the 15-to-19-age group were much more likely to be undertaking courses that would allow them to be employed as 'Intermediate clerical sales and service workers' following the completion of their training than women in other age groups. The proportion of women undertaking courses classified under this occupation decreased with age.

Similarly, women in the 15-to-19-age group were also more likely to be enrolled in courses to become 'elementary clerical sales and service workers' than their older counterparts.

[1] GEN codes: courses which are not occupationally specific

Women aged between 20 and 54 represented a greater proportion of female students undertaking courses to become 'Professionals' or 'Associate professionals'.

On the whole, older women were more likely to be undertaking courses which are not occupationally specific. The proportion of women aged 25 and over undertaking these courses increased by at least 10% when compared to those aged under 24 years of age.

The courses undertaken by women and men and their associated occupational outcome across the various age groups are shown in tables 28 and 29 respectively.

Table 29: Courses enrolled in by men by occupational grouping by age (%), 1999

Male	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Managers & administrators	2.1	3.8	4.6	4.9	5.1	5.1	5.4	3.7	4.0	41.5
Professionals	7.2	10.4	11.2	11.3	11.9	11.1	8.8	5.5	9.9	102.1
Associate professionals	6.5	12.3	12.1	11.4	10.3	8.5	5.7	2.6	9.3	96.1
Tradespersons & related workers	29.0	27.8	15.7	13.5	11.6	9.4	8.0	7.6	19.0	195.4
Advanced clerical & service workers	0.9	0.8	0.9	0.8	0.8	1.0	1.1	1.4	0.9	9.0
Intermediate clerical sales & service workers	8.7	7.8	7.5	6.5	6.2	6.8	7.1	6.3	7.4	76.5
Intermediate production & transport workers	2.8	4.8	7.4	7.8	8.0	7.4	5.6	1.9	5.7	58.5
Elementary clerical sales & service workers	3.5	1.7	2.1	1.8	1.7	2.0	1.7	0.6	2.3	23.4
Labourers & related workers	12.1	6.9	8.8	9.4	9.5	9.9	9.8	6.8	9.5	97.7
Gen codes	27.1	23.7	29.8	32.6	34.9	38.9	46.7	63.5	32.0	328.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1028.8
Total ('000)	260.2	180.3	123.8	101.4	174.7	104.6	36.0	15.1	1028.8	

Note: *Total includes age 'unknown'

By contrast to women in the 15-to-19-age group, men in this age group predominantly enrolled in courses classified under the occupation of 'Tradespersons and related workers'. The proportion of men undertaking these courses declined with age

Men aged 24 years or over were more inclined to be undertaking courses to become 'Managers and administrators', 'Professionals' or 'Associate professionals' than their younger counterparts.

The proportion of men undertaking course not occupationally specific increased with age. This pattern of course enrolment was also observed for women.

Industry type

The types of course generally undertaken by women during 1999 was quite different from those undertaken by men. As a result, the industries of employment that men and women are likely to be engaged in following the completion of their training are also quite different.

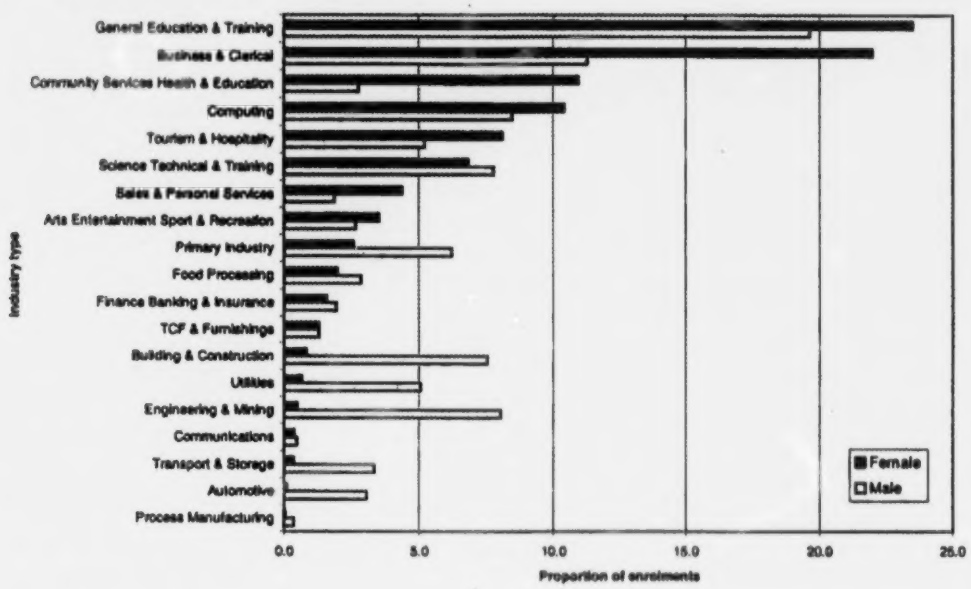
Although, the highest proportion of enrolments by men and women were in the 'general education and training' and 'business and clerical' industries, women tended to enrol in courses which are clustered around the 'personal service' type industries. Men generally, tended to be dispersed and enrolled in courses which will allow them to work in a variety of industry types.

When compared to women, men were much more likely to be undertaking courses associated with 'Building and construction', 'Engineering and mining', 'Utilities', 'Transport and storage' and 'Automotive' industries.

Women were more inclined to undertake courses which result in them working in the 'business and clerical', 'community services health and education' and 'sales and personal services' industries following the completion of their training than men.

The distribution of courses undertaken by men and women during 1999 by industry type is shown in Figure 4.

Figure 4: Course enrolments by industry type, 1999



Industry type by age

On the whole, women in the 15-to-44-age group represented a large proportion of women undertaking studies in the 'business and clerical' industry.

Women in the 15 to 19 age group represented the greatest proportion of students undertaking studies in the 'sales and personal services' industry. The proportion of women undertaking courses classified under this industry declined with age. Similarly, younger women aged between 15 and 24 years were more likely to enrol in courses classified under the 'tourism and hospitality' industry than their older counterparts.

On the contrary, older women were more inclined to enrol in courses which would allow them to work in the 'general education and training' industry following the completion of their training. The proportion of women undertaking studies in this area increased with age. Older women were also more likely to undertake training in courses which would allow them to work in the 'computing' industry than their younger counterparts. For instance, although only 4% of women in the 15-to-19-age group undertook studies in this area, this proportion was at least 3 times higher for those aged 30 or over. Likewise, older women were more inclined to enrol in courses in the 'science technical and training' industry than their younger counterparts.

The distribution of courses undertaken by women in each industry type by age is shown in Table 30.

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Table 30: Courses enrolled by women by industry type by age (%), 1999

Female	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Arts, entertainment sport & recreation	5.2	4.1	3.3	3.0	2.8	2.7	3.9	4.2	3.5	33.6
Automotive	0.2	0.2	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.9
Building & construction	0.6	1.0	1.0	1.0	0.8	0.8	0.8	0.8	0.8	7.9
Community services health & education	9.3	12.0	11.3	11.4	12.8	12.6	8.6	3.3	10.9	104.5
Finance banking & insurance	0.8	2.3	2.1	1.8	1.6	1.8	1.0	0.1	1.6	15.1
Food processing	1.2	1.7	1.9	2.0	2.3	3.0	2.7	2.2	2.0	18.9
TCF & furnishings	1.1	1.5	1.4	1.4	1.3	1.3	1.5	1.3	1.3	12.5
Communications	0.5	0.7	0.5	0.3	0.2	0.2	0.2	0.3	0.4	3.8
Engineering & mining	0.5	0.7	0.6	0.6	0.5	0.3	0.2	0.3	0.5	4.7
Primary industry	2.8	2.9	2.8	2.8	2.4	2.4	2.7	2.1	2.6	24.6
Process manufacturing	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.4
Sales & personal services	8.5	6.1	3.9	3.0	2.5	2.2	1.3	1.7	4.4	41.7
Tourism & hospitality	17.2	10.6	6.0	4.9	4.8	4.5	3.4	3.2	8.1	77.3
Transport & storage	0.2	0.4	0.6	0.5	0.4	0.3	0.2	0.1	0.4	3.5
Utilities	0.5	0.6	0.7	0.7	0.7	0.7	0.6	0.4	0.7	6.3
Business & clerical	24.3	25.2	24.2	22.5	21.6	19.1	12.9	10.8	22.0	209.7
Computing	4.0	6.3	9.1	11.3	12.8	14.5	18.0	18.8	10.4	99.2
Science technical & training	3.9	5.3	7.2	7.0	6.5	7.7	10.0	12.4	6.8	65.3
General education & training	19.3	18.5	23.4	25.7	26.0	25.6	32.1	37.8	23.5	224.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	954.3
Total ('000)	195.8	139.1	108.9	93.2	199.8	127.1	37.0	14.7	954.3	

Note: *Total includes age 'unknown'

The courses men enrolled during 1999 classified by industry type for each age group is shown in Table 31.

The information provided suggests that while a large proportion of young women were undertaking studies associated with the 'tourism and hospitality' industry, younger men in the 15-to-24-age group were largely enrolled in courses that would allow them to work in the 'building and construction' and 'engineering and mining' industries following the completion of their training. The proportion of men undertaking studies in this area generally declined with age.

Similar to the pattern observed for women, older men were more likely to be undertaking studies associated with the 'computing' and 'science technical and training' industries of employment than their younger counterparts.

Unlike women, the distribution of men across the different age groups in courses classified under the 'general education and training' industry did not increase substantially with age.

Table 31: Courses enrolled by male students by industry type by age (%), 1999

Male	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Arts entertainment sport & recreation	4.0	3.5	2.7	1.9	1.6	1.3	1.6	2.6	2.7	27.4
Automotive	6.1	4.8	1.7	1.3	1.1	0.9	0.8	0.7	3.1	31.6
Building & construction	10.3	10.1	7.3	6.3	5.4	4.6	3.5	2.9	7.5	77.6
Community services health & education	1.0	2.3	3.8	4.0	3.9	3.6	3.3	2.2	2.8	28.5
Finance banking & insurance	0.7	1.9	2.7	2.5	2.4	2.8	2.6	0.4	1.9	19.9
Food processing	1.9	2.7	3.3	3.5	3.5	3.6	3.4	1.1	2.9	29.4
TCF & furnishings	2.4	1.4	0.9	0.8	0.8	0.8	1.0	1.1	1.3	13.5
Communications	0.6	0.9	0.5	0.4	0.3	0.3	0.2	0.3	0.5	4.9
Engineering & mining	10.8	9.2	7.7	7.5	6.9	5.6	4.4	4.2	8.1	82.9
Primary industry	5.6	5.6	6.2	6.6	6.8	7.5	8.8	7.0	6.2	64.2
Process manufacturing	0.3	0.2	0.4	0.5	0.6	0.4	0.3	0.1	0.4	3.7
Sales & personal services	2.0	2.3	2.1	1.8	1.5	1.6	1.2	0.7	1.9	19.2
Tourism & hospitality	8.0	6.6	4.6	3.5	3.2	3.5	3.1	2.4	5.2	53.6
Transport & storage	1.1	2.8	4.6	4.7	4.8	4.8	3.6	1.1	3.4	34.6
Utilities	5.0	7.1	5.3	5.0	4.7	3.8	2.4	1.0	5.1	52.2
Business & clerical	9.5	10.0	11.7	12.4	13.1	12.9	10.8	9.5	11.3	116.1
Computing	5.7	7.0	7.9	8.8	9.7	10.4	13.5	20.8	8.5	87.1
Science technical & training	4.7	5.1	7.9	8.9	10.1	11.2	11.2	10.2	7.8	80.0
General education & training	20.3	16.4	18.6	19.4	19.6	20.4	24.3	31.8	19.6	201.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1028.8
Total ('000)	260.2	180.3	123.8	101.4	174.7	104.6	36.0	15.1	1028.8	

Note: *Total includes age 'unknown'

VET modules

The extensive modularisation of courses is an important feature contributing to the diversity in the VET participation patterns extensive modularization of courses. A module is a subject of training in which students formally enrol, but not necessarily as part of a course.

In 1999, the 1.65 million students undertaking VET programs enrolled in a total of 11.6 million modules. Women enrolled in 5.6 million modules contributing almost 49% of the total number of module enrolments in 1999.

The following section provides detailed statistical information on the modules which women enrolled in during 1996 and 1999. More specifically, information on module enrolments associated with areas of learning and outcomes is provided.

Areas of learning

Areas of learning (or discipline group) is a categorisation used to describe the primary content of a module independent of the content or course in which it may be taught.

In 1996, women predominantly enrolled in courses in the following areas of learning:

- administration, business, economics, law (25.9%)
- mathematics, computing (14.5%)
- social, educational and employment skills (13.3%)
- health sciences (11.2%)

In 1999, the areas of learning that women predominantly enrolled in were:

- administration, business, economics, law (25.6%)
- social, educational and employment skills (13.4%)
- health sciences (13.4%)
- mathematics, computing (13.3%)

On the whole, there was very little variation in the area of learning undertaken by women during 1996 and 1999 (refer to Figure 5). Nevertheless, women undertaking studies in the VET sector in 1996 were slightly more likely to enrol in the 'mathematics and computing' area of learning than women who were undertaking their studies in 1999.

On the other hand, women undertaking studies during 1999 were more inclined to enrol in the 'health sciences' area of learning.

In 1996, the highest proportion of enrolments by men were in the following areas of learning (see Table 32):

- engineering, processing (23.8%)
- administration, business, economics, law (14.1%)
- mathematics, computing (12.8%)

The areas of learning with the highest number of male in the VET sector during 1999 were:

- engineering, processing (19.2%)
- administration, business, economics, law (15.7%)
- mathematics, computing (13.8%)

On the whole, there was very little variation in the areas of learning chosen by men or women in 1996 and 1999. The pattern of enrolments remained relatively the same.

Generally, there was considerably fewer women than men enrolled in 'engineering, processing' and in the 'built environment'.

By contrast, there were more women choosing to study in the areas of 'administration, business, economics, law', 'health sciences', 'hospitality, tourism, personal services' and 'social, educational and employment' than men.

Figure 5: Area of learning enrolled in by women in 1996 and 1999

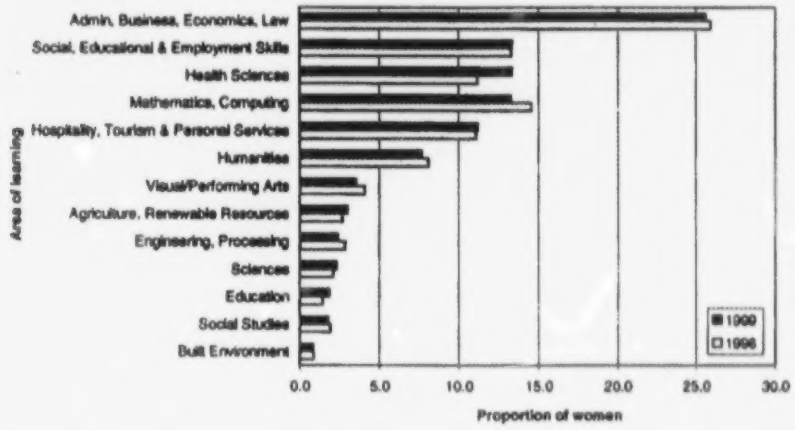

Table 32: Module enrolments by area of learning during 1996 and 1999

	Female				Male				Total			
	1996		1999		1996		1999		1996		1999	
	('000)	*%*	*('000)*	*%*	*('000)*	*%*	*('000)*	*%*	*('000)*	*%*	*('000)*	*%*
Humanities	328.8	8.1	433.3	7.7	273.2	6.2	335.8	5.7	602.5	7.1	773.3	6.6
Social studies	77.8	1.9	99.6	1.8	24.0	0.5	30.1	0.5	101.7	1.2	130.1	1.1
Education	57.4	1.4	103.3	1.8	46.7	1.1	70.0	1.2	104.1	1.2	173.7	1.5
Sciences	84.6	2.1	129.3	2.3	122.7	2.8	160.9	2.7	207.3	2.4	290.9	2.5
Maths, computing	589.6	14.5	750.2	13.3	562.5	12.8	821.3	13.8	1 152.9	13.6	1 576.4	13.5
Visual/performing arts	167.2	4.1	199.4	3.5	102.5	2.3	140.5	2.4	269.8	3.2	340.2	2.9
Engineering, processing	115.3	2.8	135.4	2.4	1 042.1	23.8	1 137.2	19.2	1 157.8	13.7	1 275.1	11.0
Health sciences	453.3	11.2	755.2	13.4	223.9	5.1	416.5	7.0	678.1	8.0	1 178.0	10.1
Admin, business, economics, law	1 050.8	25.9	1 445.8	25.6	618.9	14.1	930.4	15.7	1 673.6	19.7	2 399.9	20.6
Built environment	34.5	0.9	46.4	0.8	411.9	9.4	466.0	7.9	446.6	5.3	512.8	4.4
Agriculture, renewable resources	108.8	2.7	168.4	3.0	251.2	5.7	372.4	6.3	382.3	4.5	543.3	4.7
Hospitality, tourism, personal services	448.7	11.1	634.1	11.2	293.3	6.7	446.7	7.5	743.6	8.8	1 083.5	9.3
Social, educational & employment	539.2	13.3	755.3	13.4	414.7	9.5	603.6	10.2	954.6	11.3	1 363.8	11.7
Total	4 055.4	100.0	5 655.6	100.0	4 387.6	100.0	5 931.5	100.0	8 474.8	100.0	11 640.8	100.0

Note: *Total includes gender 'unknown'

Areas of learning by age

In 1996, about 30% of the modules women aged 55 years or over enrolled in were in the 'social, educational and employment skills' area of learning. In 1999, however, the proportion of modules enrolled by women aged 55 years or over in this area of learning was reduced to 18.5%.

Enrolments in the 'hospitality, tourism and personal services' area of learning decreased with age. In 1996, 21.2% of women in the 15-to-19-age group were studying in this area as contrasted with 2.6% of women in the 55-to-64-age group. In 1999, 17.7% of the modules undertaken by women in the 15-to-19-age group were in the 'hospitality, tourism and personal services' area of learning compared to about 7.0% of the modules women aged 45 years or over enrolled.

In 1999, older women were more likely to undertake courses in the 'mathematics, computing' areas of learning than their younger counterparts. The proportion of women undertaking studies in these areas increased with age (refer to Table 33).

Similarly, older women who were undertaking their studies in the VET sector in 1999 were also more inclined to undertake studies in the 'health sciences' and 'social, educational and employment skills' areas of learning. The proportion of women undertaking studies in these areas of learning increased with age.

In contrast, younger women in the 15-to-29-age group represented the highest proportion of students in the 'administration, business, economics, law' areas of learning. The distribution of women across this area of learning declined with age.

Younger women were less likely to be undertaking studies in the 'social, educational and employment skills' areas of learning. Generally, there was a larger proportion of women in the 30-to-64-age group undertaking studies in these areas of learning compared to women younger than 29 years of age.

Table 33: Modules enrolled by women by area of learning by age, 1999

Female	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Humanities	7.2	7.8	8.4	8.0	7.6	7.3	8.4	9.4	7.7	433.3
Social studies	0.9	1.6	2.0	2.2	2.7	2.6	1.7	1.0	1.8	99.6
Education	1.0	1.4	2.0	2.1	2.4	2.9	3.1	2.6	1.8	103.3
Sciences	2.1	2.4	2.3	2.2	2.3	2.5	3.0	4.3	2.3	129.3
Mathematics, computing	11.5	10.8	13.2	15.1	15.6	15.0	17.0	21.1	13.3	750.2
Visual/performing arts	3.5	4.0	3.4	3.0	2.9	3.3	6.2	7.8	3.5	199.4
Engineering, processing	2.1	2.7	2.7	2.5	2.4	2.3	2.4	2.3	2.4	135.4
Health sciences	11.9	13.7	13.4	13.6	14.6	16.0	12.9	5.0	13.4	755.2
Admin, business, economics, law	27.1	28.2	26.8	24.9	23.9	22.2	15.7	10.9	25.6	1445.8
Built environment	0.6	1.1	1.0	0.9	0.8	0.7	0.8	0.8	0.8	46.4
Agriculture, renewable resources	2.6	3.2	3.3	3.3	2.9	3.0	3.3	2.9	3.0	168.4
Hospitality, tourism & personal services	17.7	11.9	8.2	7.0	6.5	7.2	7.1	7.0	11.2	634.1
Social, educational & employment skills	11.7	11.1	13.4	15.2	15.5	15.0	18.5	25.0	13.4	755.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	5655.8
Total ('000)	1711.9	1017.0	606.2	467.6	1003.8	562.9	124.8	38.9	5655.6	

Note: *Total includes age 'unknown'

The courses undertaken by men in each area of learning across different age groups is shown in Table 34.

Table 34: Modules enrolled by men by area of learning by age, 1999

Male	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Humanities	5.6	5.2	6.1	6.1	5.9	5.7	6.1	7.2	5.7	335.8
Social studies	0.3	0.4	0.6	0.7	0.8	0.9	0.5	0.4	0.5	30.1
Education	0.3	0.5	1.1	1.6	2.3	3.3	3.4	2.0	1.2	70.0
Sciences	2.3	2.5	3.1	3.3	3.3	3.1	3.0	1.7	2.7	160.9
Mathematics, computing	13.5	13.1	13.9	14.5	14.8	13.7	15.1	22.5	13.8	821.3
Visual/performing arts	2.4	3.0	2.6	1.9	1.7	1.6	2.3	3.9	2.4	140.5
Engineering, processing	22.5	23.3	16.7	15.6	14.7	12.1	9.9	9.2	19.2	1137.2
Health sciences	6.6	5.4	7.5	8.0	8.5	9.1	8.4	5.2	7.0	416.5
Admin, business, economics, law	12.0	15.4	18.3	18.8	18.9	20.2	17.4	9.5	15.7	930.4
Built environment	10.3	9.7	6.6	5.6	4.6	3.6	2.8	3.9	7.9	466.0
Agriculture, renewable resources	5.8	5.5	6.3	6.8	7.1	7.7	9.6	8.0	6.3	372.4
Hospitality, tourism & personal services	8.9	8.1	7.0	5.8	5.4	6.3	7.3	5.4	7.5	446.7
Social, educational & employment skills	9.6	7.8	10.3	11.4	12.1	12.9	14.3	21.2	10.2	603.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	5931.5
Total ('000)	2095.6	1244.8	651.1	483.0	781.5	412.3	120.1	41.6	5931.5	

Note: *Total includes age 'unknown'

Unlike younger women who were more likely to undertake studies in the 'administration, business, economics, law' areas of learning, younger men in the 15-to-24-age group were much more inclined to enrol in courses in the engineering, processing' areas of learning. The proportion of men undertaking studies in these areas of learning actually decreased with age. Similarly, men in the 15-to-24-age group were also more likely to undertake studies in the 'built environment' area of learning than their older counterparts.

On the contrary, men aged 25 years or over contributed a high proportion of enrolments in the 'administration, economic, business, law' areas of learning, and they were also more likely to be undertaking studies in the 'social, educational and employment skills' areas of learning than their counterparts.

The increase in the proportion of enrolments in the 'social, educational and employment skills' area of learning with age was also observed for women.

In 1996, men aged 15 to 54 years were more likely to be enrolled in the 'engineering, processing' areas of learning, with almost a third of enrolments by men in the 45-to-54-age group was in these areas of learning.

In 1999, men in the 15 to 54 age group also represented a high proportion of enrolments in the 'engineering, processing' areas of learning. However, unlike men who undertook their studies in the VET sector in 1996, men in the 15-to-24-age group represented the highest proportion of enrolments in this area of learning in 1999.

As in 1996, just over 15% of male enrolments made by men in the 55-to-64-age group in 1999 were in the 'mathematics, computing' areas of learning.

Module outcomes

Every module enrolment results in a module outcome specified within the Australian Vocational and Training Management Information System (AVETMIS) Standard.

The eight outcomes classified under the AVETMIS Standard can be grouped into three main categories, including:

- Completions
  - student assessed – passed
  - no assessment – completion of hours
- Non-completions
  - student assessed – failed
  - student assessed – result withheld
  - no assessment – continuing
  - withdrew
- Status or credit granted
  - recognition of prior learning (RPL)
  - credit transfer

> Recognition of prior learning is a process by which clients may gain entry to, or credit in, modules based on competencies gained prior to enrolment in a module
>
> Credit transfer is advanced standing offered by a training organization relating to the credit value of a specific course or module.

On the whole, there was very little variation in the outcomes achieved by men and women in 1996 and 1999 (refer to Table 35). Generally, a slightly higher proportion of modules were completed by women than men. There was a slightly smaller proportion of modules which were reported as incomplete for women compared to men.

Men, on the other hand, had proportionately more recognition of prior learning and credit transfer than women.

Table 35: Modules enrolments by outcome, 1996 and 1999

	Female				Male				*Total			
	1996		1999		1996		1999		1996		1999	
	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
Completions	2 760.7	68.1	3 775.5	66.8	2 930.6	66.8	3 864.2	65.1	5 693.2	67.2	7 668.8	65.9
Student assessed – passed	2 478.7	61.1	3 441.7	60.9	2 647.0	60.3	3 589.0	60.5	5 127.3	60.5	7 054.7	60.6
No assessment – completion of hrs	282.0	7.0	333.8	5.9	283.5	6.5	275.1	4.6	565.9	6.7	611.9	5.3
Non- completions	872.0	21.5	1 346.3	23.8	1 021.6	23.3	1 510.0	25.5	1 894.2	22.4	2 881.1	24.8
Student assessed – failed	156.5	3.9	424.7	7.5	242.3	5.5	604.6	10.2	399.0	4.7	1 031.1	8.9
Student assessed – result withheld	79.8	2.0	23.6	0.4	93.9	2.1	22.3	0.4	173.7	2.0	45.9	0.4
No assessment – continuing	199.1	4.9	381.4	6.7	275.9	6.3	423.4	7.1	475.2	5.6	823.3	7.1
Withdrew	436.6	10.8	516.7	9.1	409.5	9.3	459.7	7.8	846.3	10.0	980.8	8.4
Status or credit granted	192.2	4.7	370.8	6.6	220.8	5.0	377.9	6.4	413.2	4.9	749.4	6.4
RPL	69.6	1.7	144.7	2.6	91.7	2.1	150.2	2.5	161.4	1.9	295.5	2.5
Credit transfer	122.6	3.0	226.1	4.0	129.2	2.9	227.7	3.8	251.8	3.0	453.9	3.9
Not stated	230.5	5.7	162.9	2.9	214.6	4.9	179.4	3.0	474.2	5.6	343.7	3.0
All module enrolments	4 055.4	100.0	5 655.6	100.0	4 387.6	100.0	5 931.5	100.0	8 474.8	100.0	11 640.8	100.0

Note: *Total includes gender 'unknown'

Although there was very little difference in the outcomes of modules achieved by men and women in 1996 and 1999, the module outcomes differ markedly for women across the various age groups.

In 1996, there were no differences across age groups in the likelihood of passing a module for women aged 15 to 44 years (approximately 62% per age group). However, women over 45

years were less likely to achieve a pass (57.1%), while fewer women over 55 achieved a pass grade(46.3%).

In 1999, there were no substantial differences in the likelihood of women in the 20-to-54-age group passing a module. Nevertheless, women in the 15-to-19-age group were more likely to achieve a pass (64.5%), while women in the 55-to-64-age group were the least likely to pass their modules (53.1%).

In 1999, women in the 15-to-29-age group were less likely to complete their modules compared to their older counterparts. Generally, the likelihood of completing a module increased with age.

In 1996 and 1999, as would be expected women in the 15 to 19 age group had the lowest proportion of 'Recognition of prior learning' of all age groups.

In 1996, women in the 25-to-29-age group (4.0%) had the highest proportion of 'Credit transfers'. In 1999, women in the 20-to-24-age group (5.9%) had the highest proportion of 'Credit transfer'.

Table 36 provides information on module outcomes achieved by women who undertook their studies in the VET sector in 1999.

Table 36: Module outcomes for women by age, 1999

Female	15–19 years	20–24 years	25–29 years	30–34 years	35–44 years	45–54 years	55–64 years	Others	Total	Total ('000)
Completions	**67.0**	**64.0**	**64.1**	**66.5**	**68.7**	**69.3**	**71.5**	**73.8**	**66.8**	**3775.5**
Student assessed – passed	64.5	60.7	58.5	59.7	61.4	59.9	53.1	40.2	60.9	3441.7
No assessment – completion of hrs	2.5	3.3	5.6	6.8	7.3	9.4	18.4	33.5	5.9	333.8
Non-completions	**25.3**	**26.0**	**25.2**	**23.3**	**21.0**	**20.3**	**19.0**	**20.5**	**23.8**	**1346.3**
Student assessed – failed	9.1	8.5	7.1	6.4	5.9	5.7	5.9	7.2	7.5	424.7
Student assessed – result withheld	0.3	0.3	0.5	0.5	0.5	0.5	0.4	0.4	0.4	23.6
No assessment – continuing	7.0	7.3	6.9	6.2	6.0	6.4	5.2	5.3	6.7	381.4
Withdrew	8.9	9.8	10.7	10.2	8.8	7.7	7.4	7.6	9.1	516.7
Status or credit granted	**3.5**	**8.3**	**8.5**	**8.1**	**8.1**	**7.6**	**6.0**	**2.3**	**6.6**	**370.8**
RPL	0.8	2.4	3.7	3.6	3.8	3.9	3.2	0.9	2.6	144.7
Credit transfer	2.7	5.9	4.9	4.5	4.4	3.6	2.8	1.4	4.0	226.1
Not stated	**4.3**	**1.7**	**2.2**	**2.1**	**2.2**	**2.8**	**3.5**	**3.4**	**2.9**	**162.9**
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	5655.6
Total ('000)	1711.9	1017.0	606.2	487.6	1003.8	562.9	124.8	38.9	5655.6	

Note: *Total includes age 'unknown'

In 1996, men in the 45-to-54-age group were most likely to achieve a pass (64.9%), while men over 55 years were least likely to achieve a pass (53.1%).

In 1999, men in the 15-to-19-age group were most likely to achieve a pass (63.1%), while men in the 55-to-64-age group were least likely to achieve a pass (56.5%).

On the whole, there was little difference in the likelihood of completing a module across the age groups for men who undertook their studies in 1996 and 1999. However, men in the 45-to-54-age group had the highest proportion of module completions in 1996, while in 1999, men in the 55-to-64-age group had the highest proportion of completed modules.

In 1999, men aged 24 years and under were generally more likely to achieve a pass while men aged 25 or over were most likely to complete their module hours (see Table 37).

As with women, younger men in the 15-to-29-age group were more likely to fail to complete their modules. In 1999, the proportion of younger men in the 15-to-19-age group(12.3%) failing their modules was higher than those aged 20 or over.

In 1996 however, 20-to-24-year old (6.8%) males were the most likely of all age groups to fail their modules.

In 1999, men in the 35-to-54-age group were the most likely of all age groups to 'Receive recognition of prior learning'. While men in the 15-to-19-age group were the least likely to 'Receive recognition of prior learning'. These findings were comparable for men who undertook their studies in the VET sector in 1996.

In 1996, men in the 30-to-34-age group had the highest proportion of 'credit transfer', while in 1999, men in the 20-to-24-age group had the highest proportion of 'credit transfer' of all age groups.

Table 37 provides information on the module outcomes achieved by men who undertook their studies in the VET sector in 1999.

Table 37: Module outcomes by age for male students, 1999

Male	15-19 years	20-24 years	25-29 years	30-34 years	35-44 years	45-54 years	55-64 years	Others	Total	Total ('000)
Completions	**66.0**	**64.2**	**63.1**	**64.4**	**65.2**	**66.4**	**69.1**	**69.0**	**65.1**	**3 864.2**
Student assessed – passed	63.1	61.2	58.7	59.1	59.0	58.4	56.5	44.5	60.5	3 589.0
No assessment – completion of hrs	2.8	3.0	4.4	5.3	6.2	7.9	12.6	24.5	4.6	275.1
Non- completions	**26.7**	**26.2**	**26.4**	**24.6**	**22.9**	**22.2**	**21.4**	**25.3**	**25.5**	**1510.0**
Student assessed – failed	12.3	10.9	9.0	8.2	7.7	7.4	8.0	10.2	10.2	604.6
Student assessed – result withheld	0.3	0.3	0.4	0.5	0.5	0.5	0.4	0.4	0.4	22.3
No assessment – continuing	6.8	6.8	8.0	7.6	7.0	7.4	6.8	6.4	7.1	423.4
Withdrew	7.3	8.2	9.0	8.4	7.7	6.9	6.2	8.3	7.8	459.7
Status or credit granted	**2.8**	**8.1**	**8.3**	**8.8**	**9.6**	**8.5**	**6.1**	**2.1**	**6.4**	**377.9**
RPL	0.7	2.1	3.4	4.2	5.0	4.8	3.7	0.9	2.5	150.2
Credit transfer	2.1	5.9	4.8	4.6	4.7	3.7	2.4	1.2	3.8	227.7
Not stated	**4.5**	**1.6**	**2.2**	**2.2**	**2.3**	**2.9**	**3.4**	**3.6**	**3.0**	**179.4**
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	5931.5
Total ('000)	2095.6	1244.8	651.1	483.0	781.5	412.3	120.1	41.6	5931.5	

Qualifications gained by Australian women

In general, people with recognised post-school qualifications achieved higher labour force participation rates than those without a recognised post-school qualification. Over the three-year period from 1996 to 1999, the labour force participation rates for people with a recognised post-school qualification remained at approximately 85%. Nevertheless, the labour force participation rates for people without a recognised post-school qualification reduced to 68.4% in May 1999 from 70.0% in May 1996 (ABS, catalogue no. 6227.0).

The unemployment rate has improved since 1996. In May 1996, the unemployment rate for persons with qualifications was 5.3% compared with 4.6% in May 1999. Furthermore, the unemployment rate for those who did not have a recognised post-school qualification was 10.9% in May 1996 compared to 9.6% in May 1999.

The number of women with qualifications and the qualifications gained by working aged women during May 1999 are shown in Table 38.

Table 38: Qualifications gained by 15–64 year olds in Australia, May 1999

Educational attainment, May 1999	Female		Male		*Total	
	('000)	(%)	('000)	(%)	('000)	(%)
Employed						
Higher degree	78.7	4.4	139.9	5.4	218.6	5.0
Post-graduate diploma	134.4	7.5	98.1	3.8	232.5	5.3
Bachelor degree	560.6	31.2	608.6	23.5	1169.2	26.7
Under-graduate diploma	260.7	14.5	208.1	8.0	468.8	10.7
Associate diploma	150.9	8.4	159.9	6.2	310.8	7.1
Skilled vocational qualification	123.0	6.8	1061.1	41.0	1184.1	27.0
Basic vocational qualification	490.3	27.3	312.4	12.1	802.7	18.3
Subtotal (employed)	1798.6	100.0	2588.1	100.0	4386.7	100.0
Percentage	41.0		59.0		100.0	
Unemployed						
Higher or bachelor degree, post-grad diploma	23.3	26.4	26.6	21.5	49.9	23.5
Under-graduate or associate diploma	22.5	25.5	20.7	16.7	43.2	20.4
Skilled vocational qualification	7.4	8.4	49.7	40.1	57.1	26.9
Basic vocational qualification	34.9	39.6	26.8	21.6	61.7	29.1
Subtotal (unemployed)	88.1	100.0	123.8	100.0	211.9	100.0
Percentage	41.6		58.4		100	
Total	1886.7		2711.9		4598.6	
Percentage	41.0		59.0		100.0	

Source: *Transition from education to work*, May 1999, ABS catalogue No.6227.0

For those involved in VET, there was a higher proportion of employed women (27.3%) with basic vocational qualifications, while there was a higher proportion of employed men (41.0%) with skilled vocational qualifications. Similarly, there was also a higher proportion of

employed women at May 1996 with basic vocational qualifications (27.2%), while most men had skilled vocational qualifications (48.6%).

On the whole, however, there was a larger proportion of employed women with bachelor degrees (31.2%) than there were men (23.5%) at May 1999. At May 1996, the proportion of employed women with bachelor degrees was 26.2% compared 19.6% for men.

Nevertheless, a slightly larger proportion of employed women with higher degrees, comprise the least percentage of qualified women in the workforce during May 1996 and may 1999 (3.7% and 4.4% respectively).

During May 1996, men with basic vocational qualifications comprised the least percentage of qualified men in the workforce (4.0%). During May 1999, however, over a tenth of employed men had a basic vocational qualification. During May 1999, employed men with post-graduate diplomas represented the smallest proportion of qualified men in the workforce.

Vocational education and training graduates

A recent study entitled *Still not equal—a study of difference in male and female TAFE graduates' earning in Australia'* conducted by Dumbrell and Associates (Dumbrell et al, 2000) on behalf of the National Research Evaluation Committee (NREC), found that women TAFE graduates are not achieving equitable outcomes following the completion of their training.

This study analysed the unit level record data collected from the *1997 TAFE graduate destination survey* and found that female TAFE graduates working full-time following the completion of their course only earn around 84% of the earnings of male TAFE graduates working full-time. In addition, women TAFE graduates were found to be less likely to be engaged in the labour market and are much less likely to be employed full-time.

Therefore, although women are currently achieving almost equitable levels of participation in vocational education and training, they are not achieving equitable employment outcomes. One reason for this could be that women have different reasons or motivations for choosing to undertake their course. Many women TAFE graduates indicated that they chose their course to either 'get a job' or 'to start their own business', 'for personal/development' or 'to gain entry to another course'. By contrast, male TAFE graduates were more likely to have undertaken their course because 'it was a requirement of their job', 'to get a promotion' or so that they could 'gain extra skills for their current job' (Dumbrell et al. 2000).

Another factor that could possibly contribute to the poorer employment outcomes for these women are the different types of courses undertaken by women. Women are still predominantly enrolled in courses in the 'business, administration, economics' or 'services, hospitality, transportation' fields of study. As a result, the courses enrolled by many women tend to lead them to be employed in the 'intermediate, clerical sales, service workers' occupation.

Men and women undertake studies at similar levels of qualification, and both groups achieve equitable module outcomes. Women, however, choose to undertake courses which are clustered around the 'personal service' industry type and as a result, they undertake studies in a very narrow range of fields of study which subsequently leads to a narrow range of occupations. Consequently, they achieve poorer income levels compared to their male counterparts following the completion of their training.

Employment outcomes

The following section provides detailed information on technical and further education (TAFE) graduates' occupations and their industries of employment six months following course completion.

The unit record data collected from the 'Student outcomes survey' was used to provide information on the labour market outcomes of TAFE graduates. The 'student outcomes survey' was conducted by the NCVER on behalf of the Australian National Training Authority. This survey involved sending out questionnaires nationally to 1999 TAFE graduates. Questionnaires were distributed to those who completed a certificate, advanced certificate, associate diploma, diploma, advanced diploma or bachelor's degree of at least 200 hours or one semester in duration, and had an Australian address as their usual address. Approximately 63 000 graduates responded to the study, resulting in a response rate of 55.8%. Women respondents represented 56.2% of the total group.

Information on the labour market outcomes for TAFE graduates six months after their course completion compared to the total Australian figures is provided in Table 69.

Generally, women TAFE graduates were more likely to be unemployed following the completion of their training than male TAFE graduates. For those women who secured a job after the completion of their course, the proportion employed on a part-time basis was higher than that of men.

When compared to the total Australian working population, there was a larger proportion of men and women employed following the completion of their training compared to the total proportion of men and women in the labour force. Nevertheless, the proportion of men and women unemployed after training was much higher than the proportion of unemployed men and women in the labour market.

There was a slightly higher proportion of women TAFE graduates employed following the completion of their program in May 1999 than in May 1996 (68.2% as contrasted with 65.8%). The proportion of unemployed women TAFE graduates was reduced to 14.5% in May 1999 compared to 16.6% in May 1996.

Table 39: Labour market status of 1999 TAFE graduates compared with total Australian population, May 1999

	Female		Male		Total	
	Graduates	Aus.pop*	Graduates	Aus.pop*	Graduates	Aus.pop*
Employed	**68.2**	**33.1**	**78.6**	**39.3**	**72.6**	**36.3**
Full-time	30.9	18.4	56.5	34.1	42.1	26.6
Part-time	24.7	14.6	9.4	5.1	18.0	9.7
Unemployed	**14.5**	**2.4**	**11.2**	**2.8**	**13.0**	**2.6**
Seeking full-time work	8.3	1.6	8.7	2.3	8.5	1.9
Seeking part-time work	6.2	0.8	2.5	0.5	4.6	0.6
Not in the labour force	**16.6**	**29.1**	**9.5**	**16.0**	**13.5**	**22.3**
Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: *Total includes employment status 'unknown'
Source: NCVER, 1999 'student Outcomes survey', NCVER Adelaide, Labour Force Australia, ABS, Catalogue No. 6203.0

Occupation

The occupation categories for 1999 TAFE graduates are shown in Table 40.

The occupations most likely to employ women TAFE graduates include:

- intermediate clerical, sales and service workers
- professionals
- elementary clerical, sales and service workers

Men TAFE graduates were more likely to be employed as:

- tradespersons and related workers
- associate professionals
- professionals

Table 40: Occupations of 1999 TAFE graduates

	Female		Male		Total	
	N	(%)	N	(%)	N	(%)
Managers & administrators	540.0	2.2	923.0	4.2	1 463.0	3.2
Professionals	3 104.0	12.8	2 197.0	10.1	5 301.0	11.5
Associate professionals	2 544.0	10.5	2 741.0	12.6	5 285.0	11.5
Tradespersons & related workers	1 412.0	5.8	8 012.0	36.8	9 424.0	20.5
Advanced clerical & service workers	1 433.0	5.9	159.0	0.7	1 592.0	3.5
Intermediate clerical, sales and service workers	9 626.0	39.7	1 979.0	9.1	11 605.0	25.3
Intermediate production & transport workers	364.0	1.5	1 432.0	6.6	1 796.0	3.9
Elementary clerical, sales and service workers	2 758.0	11.4	994.0	4.6	3 752.0	8.2
Labourers & related workers	1 122.0	4.6	1 776.0	8.2	2 898.0	6.3
*Total	24 232.0	100.0	21 757.0	100.0	45 898.0	100.0

Note: *Total includes occupation 'unknown'
Source: NCVER, 1999 'student outcomes survey', NCVER Adelaide

Generally, men TAFE graduates were more likely to be employed as 'managers and administrators', 'tradespersons and related workers', 'intermediate production and transport workers' and 'labourers and related workers' than women TAFE graduates.

Women TAFE graduates were much more likely to be employed as 'intermediate clerical, sales and service workers' or 'elementary clerical, sales and service workers' than men TAFE graduates.

Although there were fewer women TAFE graduates employed as 'managers and administrators' than men TAFE graduates, there was a larger proportion of women TAFE graduates employed as 'professionals'.

The occupations of women and men TAFE graduates were consistent with all women and men in the labour force (see Table 41).

Table 41: Employed persons by occupational grouping, 1999

Occupation	Female		Male		Total	
	('000)	(%)	('000)	(%)	('000)	(%)
Managers & administrators	148.8	3.8	485.6	9.6	634.4	7.0
Professionals	811.5	20.6	833.8	16.4	1645.4	18.2
Associate professionals	380.3	9.6	632.9	12.5	1013.2	11.2
Tradespersons & related workers	112.9	2.9	1089.6	21.5	1202.5	13.3
Advanced clerical & service workers	346.5	8.8	43.4	0.9	389.9	4.3
Intermediate clerical, sales and service workers	1134.2	28.7	447.1	8.8	1581.2	17.5
Intermediate production & transport workers	108.3	2.7	694.2	13.7	802.8	8.9
Elementary clerical, sales and service workers	582.4	14.8	289	5.7	871.4	9.7
Labourers & related workers	322.7	8.2	553.2	10.9	875.9	9.7
Total	3947.6	100.0	5068.8	100.0	9016.5	100.0

Source: Labour Force Australia, ABS, Catalogue No. 6203.0

Women in the labour force were predominantly employed as:

- intermediate clerical, sales and service workers

- professionals
- elementary clerical, sales and service workers

Men in the labour force were employed as:

- tradespersons and related workers
- professionals
- intermediate production and transport workers
- associate professionals

In addition, there were also fewer women than men in the labour force employed in management positions.

Industry type

Men and women TAFE graduates predominantly enrolled in different types of industry groupings (see Table 42).

Table 42: Industries of employment which engaged 1999 TAFE graduates

Industry	Female		Male		Total	
	N	(%)	N	(%)	N	(%)
Agriculture, forestry and fishing	342	1.4	760	3.5	1 102	2.4
Mining	65	0.3	317	1.5	382	0.8
Manufacturing	1 445	6.0	3 852	17.7	5 297	11.5
Electricity, gas & water supply	96	0.4	339	1.6	435	0.9
Construction	336	1.4	3 032	13.9	3 368	7.3
Wholesale trade	535	2.2	730	3.4	1 265	2.8
Retail trade	2 919	12.0	2 796	12.9	5 715	12.4
Accommodation, cafes & restaurants	1 780	7.3	1 029	4.7	2 809	6.1
Transport & storage	573	2.4	600	2.8	1 173	2.6
Communication services	210	0.9	333	1.5	543	1.2
Finance & insurance	895	3.7	346	1.6	1 241	2.7
Property & business services	2 484	10.3	1 691	7.8	4 175	9.1
Government administration & defence	701	2.9	941	4.3	1 642	3.6
Education	2 129	8.8	838	3.9	2 967	6.5
Health & community services	5 702	23.5	784	3.6	6 486	14.1
Cultural & recreational services	675	2.8	427	2.0	1 102	2.4
Personal & other services	1 156	4.8	592	2.7	1 748	3.8
*Total	24 232	100.0	21 757	100.0	45 989	100.0

Note: *Total includes occupation 'unknown'
Source: NCVER 1999 'student outcomes survey', NCVER Adelaide

A large proportion of women TAFE graduates were employed in the following industries:

- health and community services
- retail trade
- property and business services

On the other hand, most men TAFE graduates were employed in:

- manufacturing
- construction
- retail trade

There were very few women TAFE graduates employed in the 'manufacturing' and 'construction' industries. There was a larger proportion of women TAFE graduates employed in the 'accommodation, cafes and restaurants', ' finance and insurance', 'property and business services', 'education', 'health and community services' industries than men.

Industry

On the whole, women and men TAFE graduates were employed in comparable industries to women and men in the labour force as a whole (see Table 43).

Generally most women in the labour force were employed in the following industries:

- health and community services
- retail trade
- property and business services

Men in the labour force, on the other hand, were predominantly employed in:

- manufacturing
- construction
- retail trade

Table 43: Employed persons by industry type, 1999

Industry	Female		Male		Total	
	('000)	(%)	('000)	(%)	('000)	(%)
Agriculture, forestry and fishing	132.5	3.4	305.8	6.0	438.3	4.9
Mining	8.6	0.2	67.3	1.3	75.8	0.8
Manufacturing	318.5	8.1	856.0	16.9	1 174.4	13.0
Electricity, gas & water supply	12.2	0.3	55.4	1.1	67.6	0.7
Construction	84.1	2.1	623.4	12.3	707.6	7.8
Wholesale trade	133.7	3.4	303.7	6.0	437.4	4.9
Retail trade	685.8	17.4	634.8	12.5	1 320.7	14.6
Accommodation, cafes & restaurants	257.4	6.5	192.5	3.8	449.9	5.0
Transport & storage	101.8	2.6	316.6	6.2	418.3	4.6
Communication services	55.0	1.4	125.5	2.5	180.4	2.0
Finance & insurance	188.6	4.8	148.1	2.9	336.7	3.7
Property & business services	450.6	11.4	572.4	11.3	1 023.0	11.3
Government administration & defence	149.9	3.8	196.9	3.9	346.8	3.8
Education	419.3	10.6	196.1	3.9	615.4	6.8
Health & community services	677.9	17.2	179.1	3.5	857.0	9.5
Cultural & recreational services	104.4	2.6	113.9	2.2	218.4	2.4
Personal & other services	167.3	4.2	181.4	3.6	348.7	3.9
Total	3 947.6	100.0	5 068.9	100.0	9 016.4	100.0

Source: Labour Force Australia, ABS, Catalogue No. 6203.0

Table 44 shows the employment growth in selected industries from May 1997 to May 1999. Except for the decrease in the number of employees in the 'government administration and defence' industry, there was a general increase in the number of employees across various other industries. In particular, over the two-year period from May 1997 to May 1999, there was a dramatic increase in the number of employees in the 'construction' industry.

The industries with the highest annual employment growth rate over the two-year period from 1997 to 1999 were:

- construction
- finance and insurance; property and business
- health and community services

Table 44: Employment growth in selected industries, May 1997 to May 1999

	May 1997	May 1999	Growth rate 1997–1999	Annual growth rate
Government administration & defence	357.8	346.8	-3.1	-1.5
Wholesale & retail trade	1 725.8	1 758.1	1.9	0.9
Agriculture, forestry & fishing	428.0	438.3	2.4	1.2
Manufacturing	1 128.1	1 174.4	4.1	2.0
Recreational, personal & other services	540.5	567.1	4.9	2.4
Other industries	1 312.2	1 389.1	5.9	2.9
Transport & storage	395.1	418.3	5.9	2.9
Health & community services	771.8	857.0	11.0	5.4
Finance & insurance; Property & business	1 153.6	1 359.7	17.9	8.6
Construction	576.4	707.6	22.8	10.8

Source: Labour Force Australia, ABS, Catalogue No. 6203.0

Target equity groups

Geographic regions

The geographic region is based on mapping the student's residential postcode in 1999 to the regional classifications of the Department of Primary Industries and Energy (DPIE) and the Department of Employment, Education, Training and Youth Affairs (DETYA).

Number of students by age

Over 60% of all students undertaking studies in the VET sector resided in capital cities or metropolitan regions.

Women from rural and remote regions of Australia comprised almost a third of all women undertaking studies in the vocational education and training.

Across all geographic regions, women in the 30-to-39-age group represented the highest proportion of students (see Table 45). Overall, there was a higher proportion of women in the 20-to-24-age group living in capital cities or metropolitan regions undertaking studies in VET than those from rural and remote areas. There was a higher proportion of rural students in the 40-to-49-age group enrolled in a VET course than those from capital city or other metropolitan regions.

Table 45: Number of women by geographic region by age, 1999

Female	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Age 15–19	18.5	21.7	18.2	16.3	13.2	26.1	17.9	18.5
Age 20–24	15.3	15.2	10.7	11.6	15.1	42.4	14.1	14.0
Age 25–29	12.4	11.2	9.1	13.1	13.1	18.7	9.7	11.4
Age 30–39	20.4	20.0	21.7	24.8	22.2	8.3	14.6	20.7
Age 40–49	17.0	18.0	21.5	17.8	19.1	1.8	12.8	18.3
Age 50–59	7.8	8.3	10.5	7.8	8.9	0.8	6.2	8.5
Age 60–64	1.3	1.5	1.9	1.5	1.3	0.1	0.9	1.5
Other ages	1.7	1.8	2.6	2.7	1.9	0.5	1.5	2.0
*Total ('000)	455.3	55.1	231.9	25.7	14.8	5.3	15.5	803.7
*Total (%)	56.6	6.9	28.9	3.2	1.8	0.7	1.9	100.0

Note: *Total includes age 'unknown'

In contrast to women, a larger proportion of men undertaking studies in the VET sector were in the 15-to-39 age group (see Table 46).

There was a higher proportion of men living in capital cities or metropolitan regions in the 20-to-29-age group, while the proportion of rural or remote men aged 40 to 49 was higher than their counterparts.

The proportion of men from rural or remote regions in the 30-to-59-age group was higher than women.

On the whole, students from overseas were more likely to be younger, about 45% of men and women from overseas were 20 to 24 years old.

Table 46: Number of men by geographic region by age, 1999

Male	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Age 15–19	24.0	24.8	23.6	19.7	11.6	23.6	16.1	23.2
Age 20–24	18.9	17.9	14.1	14.6	12.8	45.1	15.2	17.3
Age 25–29	12.6	12.2	10.4	13.7	13.6	19.3	12.1	12.1
Age 30–39	19.1	19.0	19.6	23.0	24.5	7.7	17.8	19.4
Age 40–49	12.5	14.0	16.8	15.3	18.6	1.9	13.0	14.0
Age 50–59	6.1	7.1	8.5	6.9	10.0	0.4	6.7	7.0
Age 60–64	1.2	1.3	1.7	1.1	1.6	0.1	1.0	1.3
Other ages	1.6	2.0	2.4	2.0	1.5	0.3	1.3	1.9
*Total ('000)	457.3	56.2	238.9	31.6	24.7	6.6	19.9	835.1
*Total (%)	54.8	6.7	28.6	3.8	3.0	0.8	2.4	100.0

Note: *Total includes age 'unknown'

Occupational grouping

Although a large proportion of women enrolled in courses which were not occupationally specific, women from rural and remote regions were the least likely to enrol in these courses. Generally, women from rural regions were more inclined to enrol in courses to become 'intermediate clerical sales and service workers', 'professionals' and 'advanced clerical & service workers'. Many women from rural areas also preferred to enrol in courses which would allow them to work as 'Intermediate clerical sales and service workers' and 'professionals' following the completion of their training. These women, however, were more inclined to enrol in courses that would allow them to work as 'labourers and related workers' or 'associate professionals' than women from remote regions (Table 47).

On the whole, however, there was not very much variation in the types of courses undertaken by women from capital cities, between other metropolitan regions or those from rural or remote areas. The courses undertaken by these women mainly lead them to two main occupations, including 'intermediate clerical sales & service workers' and 'professionals'.

Table 47: Courses enrolled in by women by occupational grouping by region, 1999

Female	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Managers & administrators	4.0	3.8	3.6	4.2	9.4	10.3	7.2	4.1
Professionals	12.1	10.3	10.4	16.3	13.1	15.2	6.8	11.6
Associate professionals	8.0	8.2	6.3	4.1	7.7	14.4	7.3	7.4
Tradespersons & related workers	4.7	4.4	4.4	4.0	5.3	3.5	4.1	4.6
Advanced clerical & service workers	2.2	1.4	2.5	6.8	1.6	2.3	1.0	2.3
Intermediate clerical sales & service workers	16.0	22.5	22.8	24.3	16.8	8.8	24.5	19.9
Intermediate production & transport workers	0.9	0.7	1.1	0.5	1.5	0.1	1.2	0.9
Elementary clerical sales & service workers	2.6	2.3	2.3	1.6	2.4	1.1	5.6	2.5
Labourers & related workers	3.8	3.4	6.2	4.8	9.3	1.2	4.8	4.6
GEN Codes	43.7	43.0	40.3	33.5	32.9	43.0	37.4	42.0
All female enrolments	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Industry type

The three industries which are most likely to employ women from rural and remote regions include (Table 48):

- business and clerical
- general education and training
- community services health and education

On the whole, the courses undertaken by many women from rural areas of Australia differed from those undertaken by women from remote regions. Women from rural areas were more likely to undertake courses which would allow them to work in the 'food processing', 'sales and personal services', 'tourism and hospitality' and 'science technical and training' industries. On the other hand, women from remote regions were much more inclined to enrol in courses which would allow them to work in the 'business & clerical' and 'general education and training' than women from rural regions.

Table 48: Courses enrolled in by women by industry type by geographic region, 1999

Female	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Arts entertainment sport & recreation	3.6	3.7	3.3	4.7	3.2	5.5	1.5	3.5
Automotive	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1
Building & construction	0.8	0.5	0.8	1.3	1.7	1.3	2.3	0.8
Community services health & education	10.3	12.1	11.8	13.2	16.2	3.8	6.9	10.9
Finance banking & insurance	2.0	1.6	1.0	0.4	1.1	2.1	1.3	1.6
Food processing	1.4	1.7	3.1	0.7	6.5	0.7	2.4	2.0
TCF & furnishings	1.4	1.1	1.2	0.7	0.9	3.1	0.5	1.3
Communications	0.5	0.4	0.2	0.0	0.4	0.5	0.2	0.4
Engineering & mining	0.5	0.5	0.5	1.0	0.4	0.3	0.2	0.5
Primary industry	1.8	1.6	3.8	3.7	9.1	0.5	4.5	2.6
Process manufacturing	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Sales & personal services	4.4	5.4	4.0	2.5	3.4	1.0	10.8	4.4
Tourism & hospitality	8.0	8.6	8.7	5.5	6.3	11.2	5.8	8.1
Transport & storage	0.3	0.2	0.4	0.6	0.8	0.2	0.6	0.4
Utilities	0.6	0.6	0.8	0.8	0.3	1.5	0.8	0.7
Business & clerical	22.2	19.6	21.3	27.5	19.5	25.1	25.4	22.0
Computing	9.6	12.1	11.9	10.0	8.0	8.8	8.7	10.4
Science technical & training	6.9	7.3	6.9	3.5	8.0	2.8	9.4	6.8
General education & training	25.6	22.6	20.2	23.6	14.1	31.6	18.3	23.5
All female enrolments	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Field of study

Similarly, the fields of study undertaken by women whatever their geographic region did not differ substantially. These women were likely to enrol in:

- business, administration, economics
- services, hospitality, transportation
- TAFE multi-field education

Nevertheless, women from rural and remote regions were more likely to enrol in 'Land and marine resources, animal husbandry' than women from capital city or other metropolitan regions (see Table 49).

Table 49: Courses enrolled in by women by field of study by region, 1999

Female	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Land & marine resources, animal husbandry	1.9	1.9	4.5	4.5	9.7	0.4	6.3	2.9
Architecture, building	1.4	1.2	0.8	0.5	0.9	1.5	0.7	1.1
Art, humanities & social sciences	11.2	9.9	7.2	9.1	8.6	18.9	9.0	9.9
Business, administration, economics	28.7	27.7	27.4	31.0	24.6	27.1	32.7	28.3
Education	2.2	3.0	3.7	5.3	3.3	1.7	4.0	2.8
Engineering, surveying	2.9	2.2	3.6	3.5	7.7	3.4	4.0	3.2
Health, community services	11.4	15.2	14.7	12.0	16.4	3.2	8.6	12.6
Law, legal studies	0.8	0.7	0.5	0.2	0.5	0.0	0.3	0.6
Science	5.6	8.1	7.2	6.3	5.3	6.9	4.8	6.2
Veterinary science, animal care	0.4	0.3	0.3	0.2	0.7	0.2	0.3	0.3
Services, hospitality, transportation	14.0	15.6	14.4	8.4	10.9	14.9	17.2	14.0
TAFE multi-field education	19.6	14.4	15.8	19.0	11.3	21.9	12.1	17.9
All female enrolments	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Level of qualification

Although a high proportion of women from the various geographic regions undertook non-award courses, women living the rural or remote regions during the 1999 period were more likely to undertake studies at the 'AQF – certificate III' and 'AQF – certificate II' levels than women from capital cities or other metropolitan regions

Women from capital cities or other metropolitan regions, on the other hand, were more inclined to enrol in higher-level courses. Following the completion of their training, many women from these regions would receive a 'diploma'.

The distribution of enrolments across all levels of qualification for women across the various geographic regions is shown in Table 50.

Table 50: Courses enrolled in by women by level of qualification by region, 1999

Female	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Graduate higher or higher	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.1
Diplomas	14.1	10.2	7.6	6.4	11.9	40.2	9.8	11.8
AQF certificate IV & equivalent	10.2	9.8	9.1	7.7	15.4	10.5	11.3	9.9
AQF certificate III & equivalent	16.4	18.3	20.1	25.9	17.5	11.0	20.3	17.9
AQF certificate II	16.5	18.2	19.6	19.8	15.5	7.5	22.6	17.8
AQF certificate I	7.7	6.7	5.6	10.8	4.9	2.5	5.1	7.0
AQF senior Secondary	0.4	0.1	0.1	0.0	0.1	0.6	0.1	0.3
Certificate–NEC	3.4	4.1	4.0	4.5	8.1	4.0	2.7	3.7
Statement of attainment	6.3	9.9	9.4	6.8	6.6	2.3	5.0	7.4
Not applicable Non-award	25.0	22.6	24.4	18.0	19.9	21.5	22.9	24.3
All female enrolments	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Areas of learning

Courses undertaken by women from the various geographic regions grouped under the classification of 'area of learning' is shown in Table 51.

Regardless of their geographic region, women predominantly enrolled in the 'administration, business, economics, law' areas of learning.

When compared to women who resided in capital cities, metropolitan and rural areas of Australia, women who lived in remote regions were less likely to undertake studies in the 'hospitality, tourism and personal services'. They were however, more inclined to enrol in courses in the 'social, educational and employment skills' area.

There was a larger proportion of women from rural and remote regions of Australia who preferred to undertake studies in the 'agriculture, renewable resources' than those who were located in capital city or metropolitan areas.

Overseas women generally enrolled in the 'administration, business, economics, law', 'mathematics, computing', 'humanities' and 'hospitality, tourism and personal services' areas of learning.

Table 51: Modules enrolled in by women by area of learning by region, 1999

Female	Capital city	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Humanities	8.2	7.0	6.3	8.1	7.3	11.2	8.5	7.7
Social studies	1.8	2.3	1.7	0.9	1.8	1.2	0.8	1.8
Education	1.6	2.3	2.2	2.6	2.4	1.1	1.3	1.8
Sciences	2.1	2.1	2.7	1.7	3.9	1.7	2.9	2.3
Mathematics, computing	13.4	11.9	13.5	12.9	10.2	17.7	12.0	13.3
Visual/performing arts	3.7	3.3	3.1	3.8	2.6	5.8	1.5	3.5
Engineering, processing	2.5	1.8	2.3	2.4	3.1	4.8	1.9	2.4
Health sciences	12.6	15.3	14.5	14.7	18.0	4.1	11.5	13.4
Administration, business, economics, law	25.7	25.5	24.8	25.2	21.8	28.6	34.0	25.6
Built environment	0.9	0.7	0.6	0.5	0.8	1.9	0.4	0.8
Agriculture, renewable resources	2.4	2.3	4.2	4.3	7.2	0.7	3.6	3.0
Hospitality, tourism & personal services	11.6	12.3	10.7	7.3	8.6	11.7	9.8	. 11.2
Social, educational & employment skills	13.4	13.0	13.5	15.3	12.3	9.4	11.8	13.4
All female enrolments ('000)	3 334.4	429.9	1 493.2	138.4	83.2	66.4	110.1	5 655.6
All female enrolments (%)	59.0	7.6	26.4	2.4	1.5	1.2	1.9	100.0

Module outcomes

When compared to women who lived in capital cities, metropolitan and rural areas of Australia, women from rural regions were generally the least likely to successfully complete their modules. Consequently, these women had the highest proportion of incomplete modules.

Although, rural women achieved a higher proportion of completed modules than women from capital city or other metropolitan areas, there was not very much variation in the proportion of in-complete modules between women from capital cities, other metropolitan or

rural areas. This was because women from metropolitan regions and capital cities were more inclined to receive recognition of prior learning than women from rural or remote areas.

On the whole, the proportion of modules completed was highest for overseas women. As a result, the proportion of incomplete modules was lowest for this group of women (refer to Table 52).

Table 52: Module outcomes by geographic regions, 1999

Female	Capital City	Other metro.	Rural	Remote	Interstate	Outside Aust.	Unknown	Total
Completions	**66.5**	**64.9**	**69.0**	**61.1**	**64.3**	**73.4**	**56.1**	**66.8**
Student assessed – passed	60.6	60.7	62.4	56.9	58.3	69.5	51.3	60.9
No assessment – completion of hours	6.0	4.1	6.6	4.2	6.0	3.9	4.8	5.9
Non-completions	**23.7**	**22.7**	**23.3**	**31.1**	**25.4**	**14.8**	**34.7**	**23.8**
Student assessed – failed	7.7	6.9	6.8	13.7	7.5	8.6	5.7	7.5
Student assessed – result withheld	0.4	0.6	0.3	0.2	0.4	0.1	0.4	0.4
No assessment – continuing	6.1	4.8	7.3	10.5	7.8	1.9	24.3	6.7
Withdrew	9.5	10.4	8.8	6.6	9.7	4.2	4.3	9.1
Status or credit granted	**6.6**	**9.7**	**5.9**	**5.0**	**8.5**	**6.6**	**3.4**	**6.6**
RPL	2.7	3.1	2.2	2.2	4.5	1.7	2.1	2.6
Credit transfer	3.9	6.6	3.7	2.8	4.0	4.9	1.3	4.0
Not stated	3.2	2.7	1.9	2.7	1.7	5.1	5.8	2.9
All female enrolments ('000)	3 334.4	429.9	1 493.2	138.4	83.2	66.4	110.1	5 655.6
All female enrolments (%)	59.0	7.6	26.4	2.4	1.5	1.2	1.9	100.0

Aboriginal or Torres Strait Islander descent

Figure 6 shows the proportion of students with their Aboriginal or Torres Strait Islander status. This Figure indicates that there was a very small proportion of students who reported that they are of Aboriginal or Torres Strait Islander descent. However, nearly 20% of students undertaking studies in the VET sector during the 1999 period failed to indicate their Aboriginal or Torres Strait background. As a result, the information provided on the participation of Aboriginal or Torres Strait Islander students in vocational education and training is indicative only.

Figure 6: Proportion of students by Aboriginal or Torres Strait Islander status

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Men and women undertaking studies in vocational education from Aboriginal or Torres Strait Islander descent across the various age groups is shown in Table 53.

The information provided suggests that a large number of Indigenous Australians undertaking studies in the vocational education and training sector were mainly in the 15 to 19 age group.

When compared to non-Indigenous Australians, there was actually a larger proportion of Indigenous Australians aged between 15 and 19 years old, while there was a larger proportion of non-Indigenous Australians in the 40 to 59 age group.

On the whole, men who reported that they were of Aboriginal or Torres Strait Islander descent were more likely to be younger than their counterparts. There was a higher proportion of Indigenous men in the 15 to 29 age group, while there was a larger proportion of female Indigenous students in the 30 to 64 age group.

Table 53: Proportion of students by Aboriginal or Torres Strait Islander status by age, 1999

	Female		Male		*Total	
	Indigenous Australian	Other Australian	Indigenous Australian	Other Australian	Indigenous Australian	Other Australian
Age 15–19	23.9	19.2	26.9	24.7	25.4	21.9
Age 20–24	14.4	14.5	17.6	18.1	16.0	16.3
Age 25–29	12.9	11.5	14.4	12.0	13.7	11.7
Age 30–39	21.6	20.8	19.9	19.1	20.7	19.9
Age 40–49	13.9	18.4	10.6	13.8	12.2	16.0
Age 50–59	5.6	8.5	3.5	6.8	4.5	7.6
Age 60–64	1.1	1.4	0.6	1.3	0.9	1.4
Other ages	2.6	1.8	2.4	1.7	2.5	1.8
Unknown	4.0	3.9	4.0	2.5	4.2	3.4
Total ('000)	24.6	650.1	26.0	655.4	50.8	1 308.8

Note: *Total includes gender 'unknown'

Occupational grouping

Similar to other women, a large proportion of courses enrolled by Indigenous women were not occupationally specific.

Nevertheless, the courses undertaken by many Indigenous women were likely to be those classified under the 'intermediate clerical sales and service workers' and 'professionals' occupations.

On the whole, Indigenous women were less likely to enrol in courses which would assist them to become 'managers and administrators', 'associate professional' than non-Indigenous women.

Table 54 provides information on the courses undertaken by women and their related occupational outcomes.

Industry type

Figure 7 provides information on the types of industries which were likely to employ women following the completion of their training.

The courses undertaken by Indigenous women were likely to help them to be employed in the 'general education and training', 'business and clerical' and 'community services health and education' industries.

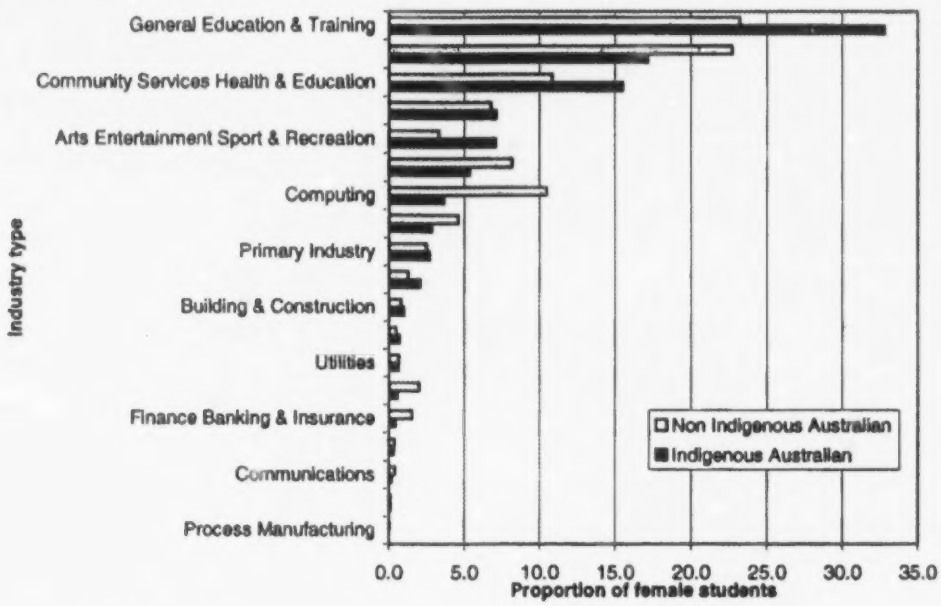
When compared to other women, Indigenous women were much more likely to be employed in the 'general education and training', 'community services health and education' and 'arts entertainment sport and recreation' industries.

Table 54: Courses enrolled by women by Aboriginal or Torres Strait Islander status, 1999

Female	Indigenous Australian		Non-Indigenous Australian		*Total	
	('000)	%	('000)	%	('000)	%
Managers & administrators	0.6	1.7	32.5	4.1	39.1	4.1
Professionals	4.8	14.1	87.5	11.1	110.8	11.6
Associate professionals	1.8	5.3	60.8	7.7	71.0	7.4
Tradespersons & related workers	1.4	4.1	36.0	4.6	43.7	4.6
Advanced clerical & service workers	0.7	2.0	18.0	2.3	22.3	2.3
Intermediate clerical sales & service workers	7.0	20.7	160.3	20.4	189.9	19.9
Intermediate production & transport workers	0.4	1.3	7.1	0.9	8.7	0.9
Elementary clerical sales & service workers	0.8	2.4	20.9	2.7	24.1	2.5
Labourers & related workers	1.5	4.5	35.0	4.5	43.8	4.6
GEN codes	14.9	44.0	327.4	41.7	400.8	42.0
All female enrolments	33.9	100.0	785.5	100.0	954.3	100.0

Note: *Total includes Aboriginal or Torres Strait Islander status 'unknown'

Figure 7: Proportion of students enrolled in each industry type by Aboriginal or Torres Strait Islander descent, 1999



On the other hand, non-Indigenous women would be more likely to be employed in 'business and clerical', 'tourism and hospitality', 'computing', 'sales and personal services', 'food processing' and 'finance banking and insurance' industries than indigenous women.

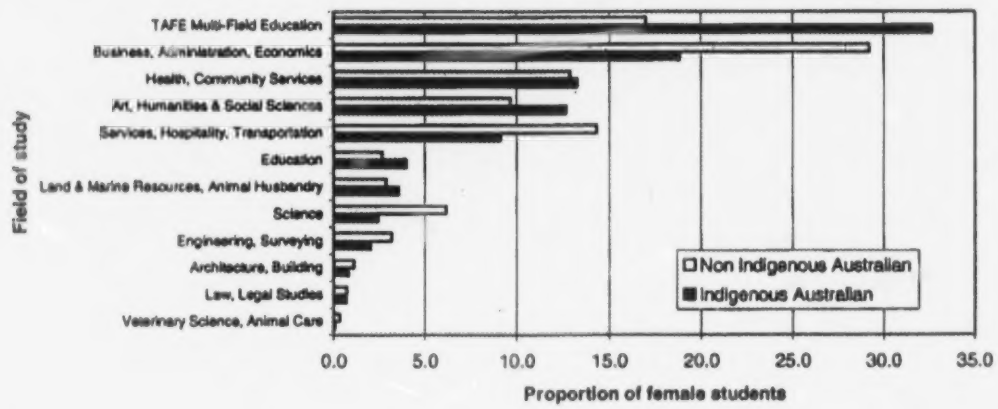
Field of study

Women who reported that they were of Aboriginal or Torres Strait Islander descent were much more likely to enrol in courses in the 'TAFE multi-field education' field of study. In addition, they were also more likely to undertake courses in the 'arts, humanities and social sciences', 'education' and 'land and marine resources, animal husbandry' fields of study than non-Indigenous women.

Many non-Indigenous women preferred to enrol in courses in the 'business, administration, economics', 'services, hospitality, transportation', 'science' and 'engineering, surveying' fields of study than Indigenous women.

The distribution of women in each field of study by Aboriginal or Torres Strait Islander status is shown in Figure 8.

Figure 8: Proportion of female students in each field of study by Aboriginal or Torres Strait Islander status, 1999



Level of qualification

Overall, Indigenous women were more inclined to enrol in courses at the 'AQF – certificate II', 'AQF – certificate III & equivalent' and 'AQF – Certificate I' levels.

Although women who reported that they were of Aboriginal or Torres Strait Islander descent were less likely to enrol in non-award courses than other women, they were also less likely to enrol in higher-level courses. When compared to other women, Indigenous women were less likely to enrol in courses at the 'diplomas' or 'AQF – certificate IV and equivalent' levels.

Courses enrolled by Indigenous women by level of qualification are shown in Table 55.

Areas of learning

Indigenous women generally enrolled in different areas of learning when compared to other women. These women predominantly undertook studies in the areas of 'social, educational and employment skills', 'humanities' and 'visual/performing arts'.

Indigenous women were less likely to undertake studies in the 'administration, business, economics, law', 'mathematics, computing', and 'hospitality, tourism and personal services' than other women.

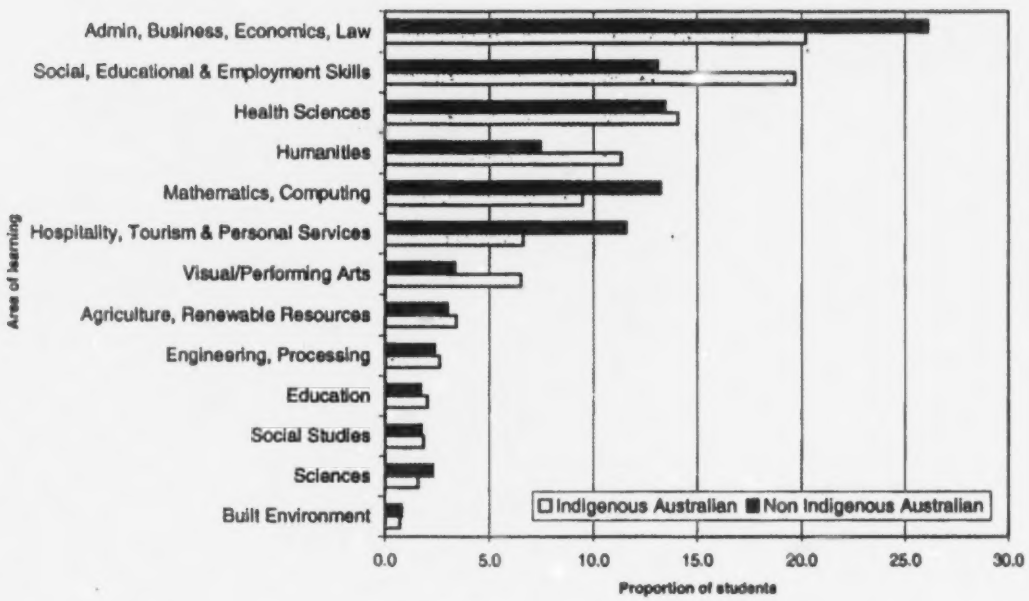
Figure 9 shows the distribution of courses undertaken by women and their Aboriginal or Torres Strait Islander status in each their area of learning.

Table 55: Courses enrolled by Indigenous women by level of qualification, 1999

Female	Indigenous Australian		Non-Indigenous Australian		*Total	
	('000)	%	('000)	%	('000)	%
Graduate higher or higher	0.0	0.0	0.5	0.1	0.6	0.1
Diplomas	1.9	5.6	97.0	12.3	112.4	11.8
AQF certificate IV & equivalent	2.4	7.2	79.1	10.1	94.5	9.9
AQF certificate III & equivalent	6.1	18.1	142.0	18.1	171.1	17.9
AQF certificate II	7.9	23.3	142.0	18.1	168.2	17.6
AQF certificate I	5.7	16.7	54.2	6.9	66.9	7.0
AQF senior Secondary	0.0	0.1	2.2	0.3	2.4	0.3
Certificate–NEC	1.5	4.3	29.9	3.8	35.6	3.7
Statement of attainment	2.5	7.3	58.8	7.5	70.7	7.4
Not Applicable non-award	5.9	17.5	179.8	22.9	231.8	24.3
All female enrolments	33.9	100.0	785.5	100.0	954.3	100.0

Note: *Total includes Aboriginal or Torres Strait Islander status 'unknown'

Figure 5: Area of learning undertaken by Indigenous women, 1999



Module outcomes

Women who reported that they were of Aboriginal or Torres Strait Islander descent were less likely to complete their modules than non-Indigenous women. Just over half of the modules undertaken by Indigenous women were completed and about 40% of the modules enrolled by these women were incomplete.

When compared to non-Indigenous women, women who indicated that they are from Aboriginal or Torres Strait Island background were less likely to receive recognition for prior

learning. On the whole, non-Indigenous women were twice as likely to receive recognition of prior learning than Indigenous women.

The module outcomes achieved by women by their Aboriginal or Torres Strait Islander status is shown in Table 56.

Table 56: Module outcomes for women by Aboriginal or Torres Strait Island status, 1999

Female	Indigenous Australian	Non-Indigenous Australian	Not known	Total
Completions	**54.4**	**67.5**	**65.1**	**66.8**
Student assessed – passed	50.1	62.1	55.1	60.9
No assessment – completion of hours	4.2	5.4	10.0	5.9
Non-completions	**40.6**	**23.3**	**21.9**	**23.8**
Student assessed – failed	15.2	7.2	7.6	7.5
Student assessed – result withheld	0.7	0.3	1.1	0.4
No assessment – continuing	9.5	6.9	4.9	6.7
Withdrew	15.2	9.0	8.3	9.1
Status or credit granted	**3.2**	**6.1**	**10.9**	**6.6**
RPL	1.1	2.4	4.2	2.6
Credit transfer	2.1	3.7	6.8	4.0
Not stated	1.9	3.0	2.1	2.9
All female enrolments ('000)	207.2	4792.5	655.9	5655.6
All female enrolments (%)	3.7	84.7	11.6	100.0

Disability

Figure 10 shows the proportion of students who reported their disability status. Of all students undertaking studies in the VET sector during 1999, less than 5% reported that they have a disability. A large proportion of students failed to indicate whether they actually have a disability or not. Therefore the information on participation of students with a disability in vocational education and training provided in the following section is indicative only.

The proportion of students by disability status across the various age groups is shown in Table 57. The majority of women who reported that they have a disability were in the 30-to-49-age group. There was also a large proportion of these women in the 15-to-19-age group.

On the whole, there was a larger proportion of younger women without a disability undertaking studies in the VET sector. The proportion of women in the 15-to-39-age group without a disability was higher than those with a disability. There were more women who reported that they have a disability in the 40-to-64-age group.

Similarly, there were more men who reported that they do not have a disability in the 15-to-39-age group, while the proportion of men who reported that they have a disability were more likely to be in the 40-to-64-age group.

Generally, there was a higher proportion of men who reported that they have a disability in the 15-to-24-age group, while the proportion of women who reported that they have a disability was higher in the 40-to-49-age group

Figure 10: Proportion of students by disability status, 1999

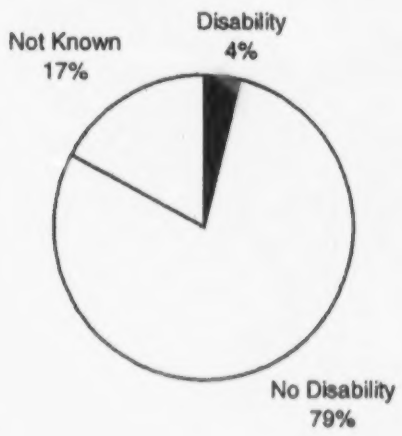


Table 57: Proportion of students by disability status by age, 1999

	Male		Female		Total	
	Disability	No disability	Disability	No disability	Disability	No disability
Age 15–19	21.0	23.9	17.6	18.8	19.4	21.3
Age 20–24	14.0	18.5	13.1	14.7	13.6	16.6
Age 25–29	9.9	12.4	9.7	11.7	9.8	12.0
Age 30–39	19.7	19.5	19.5	21.1	19.6	20.3
Age 40–49	17.5	13.7	19.9	18.4	18.6	16.0
Age 50–59	10.2	6.6	11.6	8.2	10.9	7.4
Age 60–64	2.2	1.2	1.8	1.4	2.0	1.3
Other ages	2.8	1.6	2.8	1.8	2.8	1.7
Age not known	2.6	2.6	3.9	3.8	3.3	3.3
All ages	100.0	100.0	100.0	100.0	100.0	100.0

Occupational grouping

Women with a disability were more inclined to undertake studies which are not occupationally specific. During 1999, over half of the courses undertaken by these women were not occupationally specific.

A tenth of the courses undertaken by women with a disability allowed them to become 'professionals' after the completion of their course. A further 15% of the courses enrolled by these women allowed them to work as 'intermediate clerical sales and service workers'.

Women who reported that they have a disability were less likely to enrol in courses which would allow them to work as 'managers and administrators'. They were also less likely to undertake courses to become 'associate professionals' or 'intermediate clerical sales and service workers' than other women.

Courses enrolled by women and their related occupational outcomes is shown in Table 58.

Table 58: Courses enrolled in by women by occupational grouping, 1999

Female	Disabilities		No disabilities		Total	
	('000)	%	('000)	%	('000)	%
Managers & administrators	0.8	2.2	32.0	4.2	39.1	4.1
Professionals	4.0	10.5	89.3	11.8	110.8	11.6
Associate professionals	2.2	5.8	62.2	8.2	71.0	7.4
Tradespersons & related workers	1.4	3.6	37.1	4.9	43.7	4.6
Advanced clerical & service workers	0.7	1.7	17.5	2.3	22.3	2.3
Intermediate clerical sales & service workers	6.0	15.7	159.7	21.0	189.9	19.9
Intermediate production & transport workers	0.3	0.8	7.4	1.0	8.7	0.9
Elementary clerical sales & service workers	0.4	1.1	15.7	2.1	24.1	2.5
Labourers & related workers	1.2	3.2	34.5	4.6	43.8	4.6
GEN Codes	21.0	55.4	303.4	40.0	400.8	42.0
All female enrolments	38.0	100.0	758.9	100.0	954.3	100.0

Industry type

The type of courses undertaken by students and their disability status is shown in Table 59.

Many women who reported that they have a disability enrolled in courses which would lead them to work in the 'general education and training', 'business and clerical', 'community services health and education' and 'science technical and training' industries following the completion of their training.

Table 59: Courses enrolled in by women by industry type, 1999

Female	Disabilities		No disabilities		Total	
	('000)	%	('000)	%	('000)	%
Arts entertainment sport & recreation	1.4	3.6	27.4	3.6	33.6	3.5
Automotive	0.0	0.1	0.8	0.1	0.9	0.1
Building & construction	0.2	0.6	6.6	0.9	7.9	0.8
Community services health & education	4.0	10.6	87.6	11.5	104.5	10.9
Finance banking & insurance	0.3	0.7	12.4	1.6	15.1	1.6
Food processing	0.4	1.0	17.2	2.3	18.9	2.0
TCF & furnishings	0.6	1.5	10.0	1.3	12.5	1.3
Communications	0.1	0.3	3.0	0.4	3.6	0.4
Engineering & mining	0.1	0.4	3.6	0.5	4.7	0.5
Primary industry	0.8	2.0	19.4	2.6	24.6	2.6
Process manufacturing	0.0	0.0	0.3	0.0	0.4	0.0
Sales & personal services	1.1	2.8	36.0	4.7	41.7	4.4
Tourism & hospitality	2.0	5.2	62.2	8.2	77.3	8.1
Transport & storage	0.1	0.2	2.9	0.4	3.5	0.4
Utilities	0.2	0.4	5.0	0.7	6.3	0.7
Business & clerical	5.9	15.6	171.7	22.6	209.7	22.0
Computing	2.9	7.6	81.2	10.7	99.2	10.4
Science technical & training	3.5	9.2	51.9	6.8	65.3	6.8
General education & training	14.5	38.2	159.2	21.0	224.3	23.5
All female enrolments	38.0	100.0	758.9	100.0	954.3	100.0

When compared to other women, women with a disability were more likely to enrol in courses that would assist them to be employed in the 'general education and training' and 'science technical and training' industries.

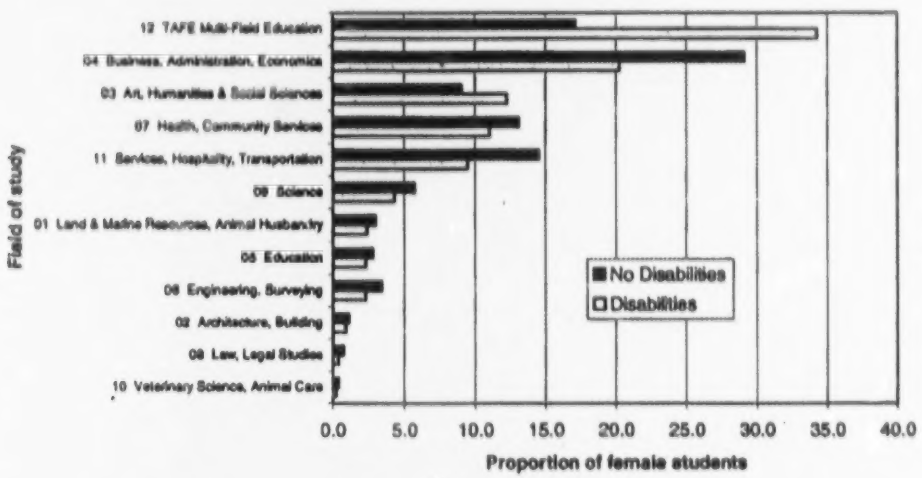
Other women, on the other hand, were more inclined to undertake studies which would qualify them to work in the 'sales and personal services', 'tourism and hospitality', 'business and clerical' and 'computing' than women reporting that they have a disability.

Field of study

Women reporting that they have a disability predominantly enrolled in courses in the 'TAFE multi-field' education field of study than other women (refer to Figure 11). These women were also more likely to undertake studies in the 'arts, humanities and social sciences' field of study than other women.

Women who reported that they do not have a disability, however, were more likely to undertake studies in the 'business, administration, economics', 'health, community services', and 'services, hospitality, transportation' fields of study than women with a disability. In addition, these women were also more inclined to undertake studies in the 'science', 'education' and 'engineering, surveying' fields than women who reported that they have a disability.

Figure 11: Proportion of students in each field of study, 1999



Level of qualification

Women who reported that they have a disability tend to enrol in courses at different levels of qualification than women who indicated that they do not have a disability.

Although a large proportion of women with a disability were more likely to enrol in non-award courses, these women were also undertaking studies at the 'AQF certificate III & equivalent', 'AQF certificate II' and 'AQF certificate I' levels (see Table 60).

On the other hand, women reported that they do not have a disability were more likely to enrol in courses at higher levels, such as those at 'diplomas', 'AQF certificate IV', 'AQF certificate III & equivalent' and 'AQF certificate II' levels than women with a disability.

Women reporting that they have a disability were more likely to undertake courses at lower levels than other women, such as those at 'AQF – certificate I' and 'Certificate – not elsewhere classified' levels.

Table 60: Courses enrolled in by women by level of qualification, 1999

Female	Disabilities		No disabilities		*Total	
	('000)	%	('000)	%	('000)	%
Graduate higher or higher	0.0	0.0	0.5	0.1	0.6	0.1
Diplomas	3.6	9.5	96.6	12.7	112.4	11.8
AQF certificate IV & equivalent	2.8	7.4	78.5	10.3	94.5	9.9
AQF certificate III & equivalent	5.4	14.1	143.0	18.8	171.1	17.9
AQF certificate II	5.6	14.7	138.5	18.2	168.2	17.6
AQF certificate I	5.2	13.7	45.5	6.0	66.9	7.0
AQF senior Secondary	0.2	0.6	2.2	0.3	2.4	0.3
Certificate–NEC	1.6	4.2	29.7	3.9	35.6	3.7
Statement of attainment	3.3	8.7	57.9	7.6	70.7	7.4
Not applicable non-award	10.3	27.0	166.5	21.9	231.8	24.3
All female enrolments	38.0	100.0	758.9	100.0	954.3	100.0

Note: *Total includes disability status 'unknown'

Areas of learning

Generally, women who reported that they have a disability were more likely to undertake studies in the 'administration, business, economics, law', 'social, educational and employment skills', 'mathematics, computing' and 'health sciences' areas of learning (see Table 61).

They were, however, much more inclined to undertake studies in the 'social, educational and employment skills' areas than women who reported that they do not have a disability. They were also more likely to enrol in courses in the 'humanities', 'social sciences' areas of learning.

On the contrary, women who reported that they do not have a disability, were more inclined to enrol in courses in the 'administration, business, economics, law', 'hospitality, tourism and personal services' and 'health sciences'.

Table 61: Modules enrolled by women by disability status, 1999

Female	Disabilities		No disabilities		*Total	
	('000)	(%)	('000)	(%)	('000)	(%)
Humanities	19.6	9.0	355.1	7.6	433.3	7.7
Social studies	6.8	3.1	82.2	1.8	99.6	1.8
Education	3.5	1.6	85.1	1.8	103.3	1.8
Sciences	4.4	2.0	112.9	2.4	129.3	2.3
Mathematics, computing	26.9	12.3	596.4	12.7	750.2	13.3
Visual/performing arts	9.3	4.3	163.9	3.5	199.4	3.5
Engineering, processing	5.3	2.4	107.2	2.3	135.4	2.4
Health sciences	25.6	11.7	638.7	13.7	755.2	13.4
Administration, business, economics, law	45.6	20.9	1222.7	26.1	1445.8	25.6
Built environment	1.7	0.8	38.9	0.8	46.4	0.8
Agriculture, renewable resources	6.3	2.9	142.1	3.0	168.4	3.0
Hospitality, tourism & personal services	18.2	8.3	522.1	11.2	634.1	11.2
Social, educational & employment skills	45.4	20.8	611.0	13.1	755.3	13.4
All female enrolments	218.6	100.0	4678.4	100.0	5655.5	100.0

Note: *Total includes disability status 'unknown'

Module outcomes

Women who reported that they do not have a disability generally completed a slightly higher proportion of modules than women who reported that they have a disability.

The modules undertaken by women who indicated that they have a disability resulted in a higher proportion of non-completions. In addition, women with a disability were less likely to receive recognition of prior of learning.

Module outcomes achieved by women by their disability status is shown in Table 62.

Table 62: Module outcomes for women by disability status, 1999

Female	Disabilities	No disabilities	*Total
Completions	**65.4**	**67.6**	**66.8**
Student assessed – passed	56.9	62.0	60.9
No assessment – completion of hours	8.5	5.6	5.9
Non-completions	**27.3**	**24.4**	**23.8**
Student assessed – failed	9.4	7.5	7.5
Student assessed – result withheld	0.7	0.3	0.4
No assessment – continuing	4.8	7.2	6.7
Withdrew	12.5	9.4	9.1
Status or credit granted	**5.8**	**6.1**	**6.8**
RPL	1.8	2.4	2.6
Credit transfer	4.0	3.7	4.0
Not stated	1.5	1.8	2.9
Female module enrolments ('000)	218.6	4 678.4	5 655.6
Female module enrolments (%)	3.9	82.7	100.0

Note: *Total includes disability status 'unknown'

Unemployed

At the time of enrolling in their course, about 15% all women undertaking studies in the VET sector during 1999 were unemployed. A further 13% were not in the labour force.

The majority of unemployed women were in the 15-to-19-age group. There was also a large proportion of unemployed women in the 30-to-39-age group. The proportion of women by their employment status at the time of enrolment is shown in Table 63.

Table 63: Proportion of women by employment status, 1999

Female	Employed	Unemployed	Not in labour force	Not known	*Total
Age 15–19	15.5	23.6	22.6	19.1	18.5
Age 20–24	15.6	16.8	10.9	10.7	14.0
Age 25–29	12.6	11.6	9.0	10.2	11.4
Age 30–39	22.3	22.0	18.5	18.2	20.7
Age 40–49	20.8	17.5	13.5	16.4	18.3
Age 50–59	9.4	6.3	9.5	7.8	8.5
Age 60–64	0.9	0.5	4.6	1.5	1.5
Other ages	0.5	0.5	8.1	2.6	2.0
*All ages ('000)	380.6	121.2	103.1	198.7	803.7
*All ages (%)	47.4	15.1	12.8	24.7	100.0

*All ages includes age 'unknown'

When compared to women, the proportion of employed men at enrolment time was higher. Consequently, the proportion of men who were unemployed or not in the labour force was smaller when compared to women.

Unemployed men were predominantly in the 15-to-19-age group, while there was a larger proportion of employed men in the 30-to-39-age group (see Table 64).

Table 64: Proportion of male students by employment status, 1999

	Employed	Unemployed	Not in labour force	Not known	*Total
Age 15–19	20.1	31.7	35.7	20.9	23.2
Age 20–24	19.1	19.6	15.2	13.2	17.3
Age 25–29	13.3	11.5	8.5	11.2	12.1
Age 30–39	21.7	16.8	11.6	18.9	19.4
Age 40–49	15.4	12.0	8.0	14.4	14.0
Age 50–59	7.3	5.7	5.7	7.4	7.0
Age 60–64	1.0	0.9	3.4	1.5	1.3
Other ages	0.6	0.8	9.5	2.3	1.9
Age not known	1.6	1.1	2.5	10.1	3.8
*All ages ('000)	435.1	106.5	74.7	218.8	835.1
*All ages (%)	52.1	12.8	8.9	26.2	100.0

*All ages includes age 'unknown'

Occupational grouping

On the whole, a large proportion of women were undertaking studies in courses with no specific occupational outcomes. Nevertheless, there was also a large proportion of unemployed women enrolled in courses which would allow them to work in the 'intermediate clerical sales & service workers' and 'professionals' occupations (see Table 65).

Unemployed women, however, were much more likely to be undertaking courses which are not occupationally specific than employed women. While there was a larger proportion of employed women studying to become 'tradespersons and related workers' or 'labourers and related workers'.

Table 65: Courses enrolled in by women by occupational grouping, 1999

Female	Employed	Unemployed	Not in labour force	Not known	Total
Managers & administrators	4.9	3.0	3.0	3.8	4.1
Professionals	12.2	11.3	11.6	10.6	11.6
Associate professionals	8.9	7.4	5.9	5.3	7.4
Tradespersons & related workers	5.4	3.6	3.5	4.3	4.6
Advanced clerical & service workers	2.3	2.9	2.0	2.2	2.3
Intermediate clerical sales & service workers	21.6	23.0	14.1	17.5	19.9
Intermediate production & transport workers	1.1	0.7	0.7	0.8	0.9
Elementary clerical sales & service workers	2.3	2.1	1.0	4.3	2.5
Labourers & related workers	5.1	2.6	2.7	6.2	4.6
GEN codes	36.3	43.6	55.6	44.9	42.0
All female enrolments ('000)	450.4	161.4	125.1	217.4	954.3
All female enrolments (%)	47.2	16.9	13.1	22.8	100.0

Industry type

Following the completion of their training, many unemployed women would be likely to be employed in the 'general education and training' or 'business and clerical' industries.

When compared to women who were employed at enrolment time, unemployed women were less likely to undertake studies to work in the 'food processing', 'sales and personal services' or 'science technical and training' industries.

Unemployed women preferred courses which would allow them to work in the 'general education and training' industries than employed women.

Almost 40% of the courses undertaken by women who reported that they were in the labour force were associated with the 'general education and training' industry. These women also undertook studies which would subsequently allow them to work in the 'business and clerical' and 'computing' industries following the completion of their training.

Courses undertaken by employed and unemployed women and those who were not in the labour force are shown in Table 66.

Table 66: Courses undertaken by women by industry type, 1999

Female	Employed	Unemployed	Not in labour force	Not known	Total
Arts entertainment sport & recreation	3.0	3.6	5.2	3.5	3.5
Automotive	0.1	0.1	0.0	0.1	0.1
Building & construction	0.9	0.6	0.8	0.8	0.8
Community services health & education	12.3	11.8	9.0	8.7	10.9
Finance banking & insurance	2.0	1.0	0.7	1.6	1.6
Food processing	2.8	0.7	0.8	1.8	2.0
TCF & furnishings	1.3	1.3	1.7	1.0	1.3
Communications	0.4	0.4	0.3	0.3	0.4
Engineering & mining	0.5	0.5	0.4	0.5	0.5
Primary industry	2.8	2.0	2.2	2.8	2.6
Process manufacturing	0.1	0.0	0.0	0.1	0.0
Sales & personal services	5.6	3.8	1.8	3.8	4.4
Tourism & hospitality	8.0	8.1	5.3	9.9	8.1
Transport & storage	0.4	0.2	0.1	0.5	0.4
Utilities	0.8	0.5	0.5	0.6	0.7
Business & clerical	24.2	22.0	15.7	21.0	22.0
Computing	10.7	9.3	10.0	10.7	10.4
Science technical & training	7.2	4.7	6.2	8.1	6.8
General education & training	16.7	29.4	39.2	24.2	23.5
All female enrolments ('000)	450.4	161.4	125.1	217.4	954.3
All female enrolments (%)	47.2	16.9	13.1	22.8	100.0

Field of study

Unemployed women predominantly enrolled in courses in the 'business, administration, economics' and 'TAFE multi-field education' fields of study.

When compared to employed women, the proportion of unemployed women undertaking studies in the 'TAFE multi-field education' was more than double the proportion of employed women undertaking studies in this field of study.

Unemployed women, however, were less likely to undertake studies in the 'business, administration, economics', 'education', 'engineering, surveying', 'science' and 'services, hospitality, transportation' fields of study than employed women.

Women who were not in the labour force at the time of enrolling in their course were most likely to undertake studies in the 'TAFE multi-field education'. Almost a third of courses enrolled by these women were in this field of study. A large proportion of courses enrolled by these women was also in the 'business, administration, economics'.

The distribution of courses undertaken by women by their employment status is shown in Table 67.

Table 67: Courses undertaken by women in each field of study, 1999

Female	Employed	Unemployed	Not in labour force	Not known	Total
Land & marine resources, animal husbandry	3.3	2.1	2.5	3.0	2.9
Architecture, building	1.2	0.9	1.2	1.2	1.1
Art, humanities & social sciences	8.9	8.1	14.0	10.9	9.9
Business, administration, economics	31.3	27.7	22.3	26.0	28.3
Education	3.5	1.4	1.9	3.1	2.8
Engineering, surveying	4.2	1.9	2.2	2.8	3.2
Health, community services	14.9	11.9	9.5	10.2	12.6
Law, legal studies	0.8	0.6	0.4	0.5	0.6
Science	6.0	4.9	5.5	8.1	6.2
Veterinary science, animal care	0.4	0.3	0.2	0.3	0.3
Services, hospitality, transportation	15.2	12.6	8.7	15.6	14.0
TAFE multi-field education	10.4	27.6	31.6	18.4	17.9
All female enrolments ('000)	450.4	161.4	125.1	217.4	954.3
All female enrolments (%)	47.2	16.9	13.1	22.8	100.0

Level of qualification

Unemployed women were less likely to enrol in non-award course than employed women. They were however, more inclined to enrol in courses at the 'AQF certificate II' and 'AQF certificate I' levels (see Table 68).

Employed women were more inclined to enrol in higher levels of qualification when compared to unemployed women. Generally, there was a larger proportion of employed women enrolled at the 'diplomas', 'AQF certificate IV and equivalent', 'AQF certificate III and equivalent' than unemployed women.

Table 68: Courses undertaken by women in each level of qualification, 1999

Female	Employed	Unemployed	Not in labour force	Not known	Total
Graduate higher or higher	0.1	0.0	0.0	0.0	0.1
Diplomas	13.2	11.8	12.7	8.2	11.8
AQF certificate IV & equivalent	11.9	8.8	7.2	8.2	9.9
AQF certificate III & equivalent	20.5	18.6	13.4	14.8	17.9
AQF certificate II	16.7	19.6	17.8	18.0	17.6
AQF certificate I	4.1	9.0	10.2	9.8	7.0
AQF senior Secondary	0.2	0.3	0.6	0.2	0.3
Certificate – NEC	3.8	4.2	3.8	3.1	3.7
Statement of attainment	8.2	8.2	6.7	5.6	7.4
Not applicable non-award	21.3	19.3	27.8	32.1	21.3
All female enrolments	100.0	100.0	100.0	100.0	100.0

Although women who reported that they were not in the labour force were most likely to enrol in non-award courses, there was also a large proportion of courses enrolled by these women at the 'AQF certificate II', 'AQF certificate III' and 'diplomas' levels.

Areas of learning

Unemployed women predominantly enrolled in courses in the following areas of learning:

- administration, business, economics, law
- social , educational and employment skills
- mathematics, computing.

Unemployed women were more likely to enrol in courses in the 'social, educational and employment skills' and 'mathematics, computing' areas than employed women (see Table 69).

Employed women were more inclined to undertake studies in the areas of 'health sciences' and 'hospitality, tourism and personal services'.

Women who reported that they were not in the labour force at the time of enrolment predominantly enrolled in courses in the 'administration, business, economics, law', 'social, educational and employment skills' and 'mathematics, computing' areas of learning.

Table 69: Modules enrolled by women by employment status, 1999

Female	Employed	Unemployed	Not in labour force	Unknown	Total
Humanities	7.3	7.6	9.0	7.7	7.7
Social studies	1.6	2.2	2.3	1.3	1.8
Education	2.1	1.2	1.5	2.0	1.8
Sciences	2.6	1.8	2.3	2.1	2.3
Mathematics, computing	11.6	14.1	14.8	15.4	13.3
Visual/performing arts	2.8	3.6	6.0	3.6	3.5
Engineering, processing	2.5	2.1	2.4	2.4	2.4
Health sciences	15.5	11.7	10.3	11.9	13.4
Administration, business, economics, law	27.2	26.2	20.7	24.1	25.6
Built environment	0.8	0.8	0.9	0.8	0.8
Agriculture, renewable resources	3.2	2.5	2.9	3.1	3.0
Hospitality, tourism & personal services	12.3	9.9	8.2	12.0	11.2
Social, educational & employment skills	10.6	16.3	18.6	13.5	13.4
All female enrolments	100.0	100.0	100.0	100.0	100.0

Module outcomes

Generally there was very little variation in the proportion of modules completed by employed or unemployed women. Women who reported that they were not in the labour force, however, successfully completed the largest number of modules.

Table 70 provides information on the module outcomes achieved by women and their employment status.

Unemployed women were less likely to receive recognition of prior learning than employed women. There was also a larger proportion of modules undertaken by unemployed women that resulted in non-completions.

Women who reported that they were not in the labour force during enrolment time were the least likely to receive recognition of prior learning.

Table 70: Module outcomes for women by employment status, 1999

Female	Employed	Unemployed	Not in labour force	Unknown	Total
Completions	**66.6**	**67.7**	**69.9**	**64.0**	**66.8**
Student assessed – passed	61.7	62.9	61.6	55.6	60.9
No assessment – completion of hours	4.9	4.7	8.3	8.3	5.9
Non-completions	**24.2**	**26.0**	**23.5**	**22.4**	**23.8**
Student assessed – failed	6.8	9.7	9.5	6.9	7.5
Student assessed – result withheld	0.3	0.3	0.4	0.8	0.4
No assessment – continuing	8.2	2.9	3.2	7.4	6.7
Withdrew	8.8	13.1	10.4	7.4	9.1
Status or credit granted	**7.0**	**5.2**	**4.6**	**7.2**	**6.6**
RPL	2.9	1.4	1.3	3.0	2.6
Credit transfer	4.1	3.9	3.3	4.2	4.0
Not stated	2.2	1.1	2.0	6.4	2.9
Female module enrolments ('000)	100.0	100.0	100.0	100.0	100.0

Country of birth

Just over 13% of all students undertaking studies in the VET sector during the 1999 period were born in a non-English-speaking country. Approximately 68% of all vocational education and training students indicated that they were born in an English-speaking country.

There was a higher proportion of women born in a non-English-speaking country undertaking studies in the VET sector than men who were born in a non-English-speaking country. The distribution of students across the various age groups generally did not vary much for those who were born in an English-speaking country or in a non-English-speaking country.

Regardless of country of birth, women undertaking VET studies were predominantly in the 15-to-49-age group (see Table 71).

Table 71: Proportion of women by country of birth by age, 1999

Female	Non-English-speaking countries	English-speaking countries	Not known	Total
Age 15–19	9.2	20.5	17.9	18.5
Age 20–24	13.3	14.8	11.7	14.0
Age 25–29	12.7	11.3	10.8	11.4
Age 30–39	26.9	20.1	18.9	20.7
Age 40–49	22.1	17.9	16.9	18.3
Age 50–59	9.6	8.7	7.4	8.5
Age 60–64	2.0	1.5	1.2	1.5
Other ages	2.3	2.0	1.9	2.0
All enrolments ('000)	105.8	545.2	152.7	803.7
All enrolments (%)	13.2	67.8	19.0	100.0

Note: *All enrolments includes age 'unknown'

The distribution of men across the various age groups by country of birth is shown in Table 72. There was a higher proportion of men born in an English-speaking country in the 15-to-24-age group undertaking a vocational program, while the proportion of men who were born in a non-English-speaking country was higher in the 40-to-59-age group.

Table 72: Proportion of men by country of birth by age, 1999

Male	Non-English-speaking countries	English-speaking countries	Not known	Total
Age 15–19	12.6	25.9	19.6	23.2
Age 20–24	17.2	18.4	13.5	17.3
Age 25–29	12.3	12.1	11.8	12.1
Age 30–39	24.9	18.5	19.7	19.4
Age 40–49	18.2	13.2	14.6	14.0
Age 50–59	9.1	6.6	7.3	7.0
Age 60–64	2.0	1.2	1.4	1.3
Other ages	2.3	1.8	1.8	1.9
All enrolments ('000)	88.1	575.3	171.7	835.1
All enrolments (%)	10.6	68.9	20.6	100.0

Note: *All enrolments includes age 'unknown'

Occupational grouping

Although women as a whole predominantly enrolled in courses which are not occupationally specific, women who were born in a non-English-speaking country were more likely to enrol in these courses. In 1999, over half of the courses enrolled by women who reported that they were born in a non-English-speaking country were not occupationally specific.

Women reporting that they were born in a non-English-speaking country were also involved in courses associated with occupations such as 'intermediate clerical sales and service workers' and 'professionals'.

When compared to women who reported that they were born in an English-speaking country, women who were born in a non-English-speaking country were less likely to enrol in courses to allow them to work as 'managers and administrators'. They were also less likely to enrol in courses associated with other occupations such as ' tradespersons and related workers', 'intermediate clerical sales and service workers' and 'labourers and related workers' than women who were born in an English-speaking country.

The distribution of courses and their associated occupational outcomes enrolled by women by country of birth is shown in Table 73.

Table 73: Female students in each occupation by country of birth, 1999

Female	English-speaking countries		Non-English-speaking countries		Total	
	('000)	%	('000)	%	('000)	%
Managers & administrators	27.6	4.2	3.9	2.9	39.1	4.1
Professionals	73.2	11.2	15.8	11.9	110.8	11.6
Associate professionals	51.6	7.9	9.2	6.9	71.0	7.4
Tradespersons & related workers	33.1	5.1	3.9	2.9	43.7	4.6
Advanced clerical & service workers	16.2	2.5	2.0	1.5	22.3	2.3
Intermediate clerical sales & service workers	141.0	21.6	16.2	12.3	189.9	19.9
Intermediate production & transport workers	6.5	1.0	1.2	0.9	8.7	0.9
Elementary clerical sales & service workers	14.2	2.2	1.4	1.1	24.1	2.5
Labourers & related workers	28.8	4.4	3.7	2.8	43.8	4.6
GEN Codes	259.2	39.8	74.9	56.7	400.8	42.0
All female enrolments	651.4	100.0	132.1	100.0	954.3	100.0

Industry type

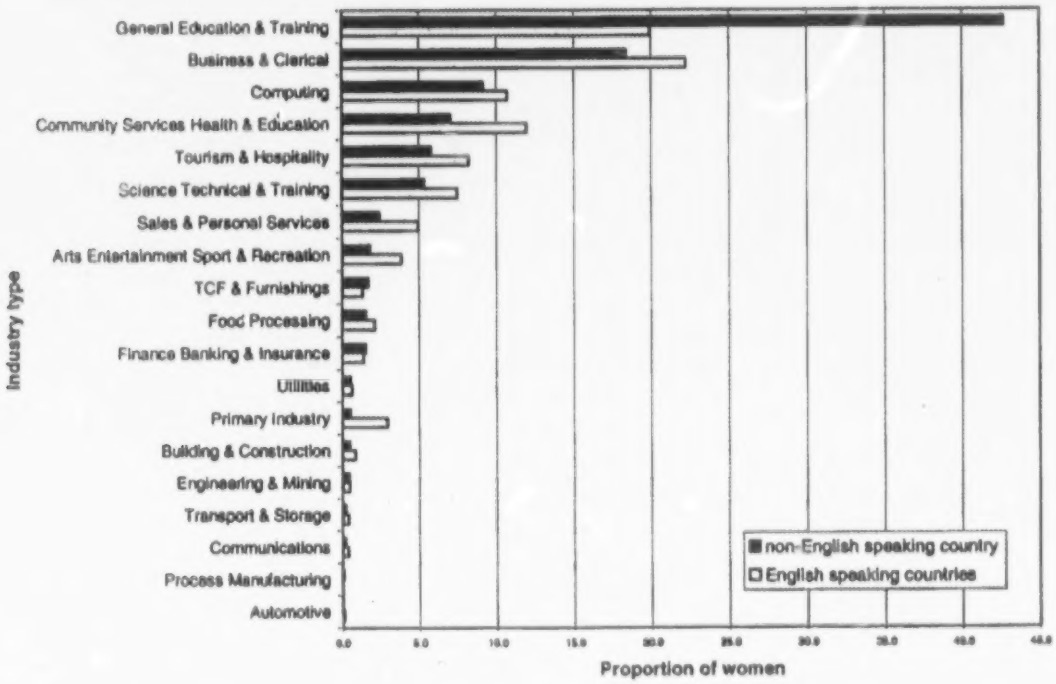
Women who reported that they were born in a non-English-speaking country were most likely to be employed in the *'General education and training'* industry following the completion of their training. Generally, women reporting that they were born in a non-English-speaking country were at least twice as likely to be employed in this industry than women who were born in an English-speaking country.

On the other hand, women who indicated that they were born in an English-speaking country were more likely to be employed in the 'business and clerical', 'community services health and education' and 'tourism and hospitality' industries.

In addition, they were also much more likely to be employed in the 'primary industry' than women who reported that they were born in a non-English-speaking country.

Figure 12 represents the courses enrolled by women and the type of industries in which they are likely to be employed following the completion of their training.

Figure 12: Courses enrolled by students and their associated industry types, 1999



Field of study

The fields of study predominantly undertaken by women who were born in a non-English-speaking country were:

- TAFE multi-field education
- business, administration, economics
- arts, humanities and social sciences
- services, hospitality, transportation

Women who reported that they were born in a non-English-speaking country were much more inclined to undertake studies in the 'TAFE multi-field education' field of study. In 1999,

these women were at least twice more likely to enrol in the field of study than women who indicated that they were born in an English-speaking country.

Women reporting that they were born in an English country were more likely to enrol in courses in the fields of 'land, marine resources, animal husbandry', ' business, administration, economics', 'health, community services' and 'services, hospitality, transportation' than women who indicated that they were born in a non-English-speaking country.

Information of the fields of study undertaken by women and their country of birth is shown in Table 74.

Table 74: Courses undertaken by women in field of study by country of birth, 1999

Female	English-speaking country		Non-English-speaking country		*Total	
	('000)	%	('000)	%	('000)	%
Land & marine resources, animal husbandry	21.8	3.4	1.0	0.7	27.8	2.9
Architecture, building	6.0	1.2	1.1	0.8	10.9	1.1
Art, humanities & social sciences	61.9	9.5	14.5	10.9	94.1	9.9
Business, administration, economics	189.8	29.1	32.3	24.4	270.0	28.3
Education	20.8	3.2	1.8	1.4	27.1	2.8
Engineering, surveying	20.8	3.2	4.3	3.3	30.6	3.2
Health, community services	92.6	14.2	10.1	7.6	120.5	12.6
Law, legal studies	5.1	0.8	0.3	0.3	6.2	0.6
Science	38.7	5.9	6.0	4.6	59.5	6.2
Veterinary science, animal care	2.6	0.4	0.1	0.1	3.3	0.3
Services, hospitality, transportation	96.2	14.8	13.1	9.9	133.7	14.0
TAFE multi-field education	93.1	14.3	47.6	36.0	170.7	17.9
All female enrolments	651.4	100.0	132.1	100.0	954.3	100.0

Note: *Total includes country of birth 'unknown'

Level of qualification

Women who were born in a non-English country and women who indicated that they were born in an English country represented a similar proportion of enrolments in non-award courses (see Table 75).

Table 75: Students in each level of qualification by country of birth, 1999

Female	English speaking countries		Non-English-speaking countries		*Total	
	('000)	%	('000)	%	('000)	%
Graduate higher or higher	0.4	0.1	0.1	0.1	0.6	0.1
Diplomas	76.5	11.7	18.0	13.6	112.4	11.8
AQF certificate IV & equivalent	65.6	10.1	11.5	8.7	94.5	9.9
AQF certificate III & equivalent	122.5	18.8	19.4	14.7	171.1	17.9
AQF certificate II	115.7	17.8	23.7	18.0	168.2	17.6
AQF certificate I	35.2	5.4	15.0	11.4	66.9	7.0
AQF senior Secondary	1.4	0.2	0.3	0.2	2.4	0.3
Certificate–NEC	25.9	4.0	4.9	3.7	35.6	3.7
Statement of attainment	53.8	8.3	8.4	6.3	70.7	7.4
Not applicable non-award	154.3	23.7	30.9	23.4	231.8	24.3
All female enrolments	651.4	100.0	132.1	100.0	954.3	100.0

Note: *Total includes country of birth 'unknown'

Women reporting that they were born in a non-English country, were more inclined to enrol in courses at the 'diplomas' level than those born in an English-speaking country. These women, however, were also more likely to undertake studies at the 'AQF certificate I' level.

On the other hand, women reporting that they were born in an English-speaking country were more inclined to enrol in courses at the 'AQF certificate III' and 'AQF certificate IV' levels than their counterparts.

Areas of learning

The courses undertaken by women who reported that they were born in a non-English-speaking country were classified under the following areas of learning:

- administration, business, economics, law
- social, educational and employment skills
- mathematics, computing

In 1999, women who reported that they were born in a non-English-speaking country were at least twice as likely to enrol in courses in the 'social, education and employment skills' areas of learning. These women were also more inclined to enrol in courses in the areas o f 'humanities' and 'mathematics, computing' than their counterparts (refer to Table 76).

On the other hand, women indicating that they were born in an English speaking country were more likely to undertake studies in the 'health sciences' and 'administration, business, economics, law' than women who were born in a non-English-speaking country.

Table 76: Modules enrolled in by women by country of birth, 1999

Female	English-speaking countries	Non-English-speaking countries	*Total
Humanities	7.0	10.2	7.7
Social studies	1.9	1.5	1.8
Education	2.0	1.0	1.8
Sciences	2.4	2.0	2.3
Mathematics, computing	12.2	14.6	13.3
Visual/performing arts	3.7	2.5	3.5
Engineering, processing	2.3	2.9	2.4
Health sciences	14.5	9.1	13.4
Admin, business, economics, law	26.1	23.8	25.6
Built environment	0.8	0.8	0.8
Agriculture, renewable resources	3.5	0.9	3.0
Hospitality, tourism & personal services	11.9	8.7	11.2
Social, educational & employment skills	11.7	22.0	13.4
All female enrolments ('000)	3,925.6	812.4	5,655.5
All female enrolments (%)	69.4	14.4	100.0

Note: *Total includes country of birth 'unknown'

Module outcomes

Overall there was little variation in the proportion of complete or incomplete modules achieved by women who were born in either an English-speaking country or in a non-English-speaking country.

However, when compared to women who were born in an English-speaking country, women who reported that they were born in a non-English-speaking country were less likely to pass their assessments but more likely to complete the number of hours required. Furthermore, the

proportion of failed modules when assessed was greater for women who indicated that they were born in a non-English-speaking country.

Table 77 provides information on the module outcomes achieved by women by their country of birth.

Table 77: Module outcomes by country of birth, 1999

	English speaking countries	Non-English-speaking countries	*Total
Completions	**67.3**	**67.8**	**66.8**
Student assessed – passed	62.0	59.7	60.9
No assessment – completion of hours	5.4	8.1	5.9
Non-completions	**24.5**	**24.8**	**23.8**
Student assessed – failed	7.3	9.2	7.5
Student assessed – result withheld	0.3	0.4	0.4
No assessment – continuing	7.7	4.4	6.7
Withdrew	9.1	10.8	9.1
Status or credit granted	**6.1**	**5.9**	**6.8**
RPL	2.5	1.9	2.6
Credit transfer	3.6	4.0	4.0
Not stated	2.1	1.5	2.9
Female module enrolments ('000)	3925.6	812.4	5655.6
Female module enrolments (%)	69.4	14.4	100.0

Note: *Total includes country of birth 'unknown'

Language spoken at home

During enrolment time, students were required to indicate the language spoken at home.

In 1999, the majority of students undertaking studies in the VET sector speak English at home. Only 13% of all women studying a VET program indicated that they speak another language other than English at home.

Although the majority of women undertaking studies in the VET sector were in the 30-to-49-age group, there was a larger proportion of women who speak a language other than English in this age group (Table 78).

The proportion of women in the 15-to-19-age group was higher for those who speak English at home than those who speak another language other than English at home.

Table 78: Proportion of women by language spoken at home by age, 1999

Female	English	Other than English	Not known	*Total
Age 15–19	19.4	14.9	17.8	18.5
Age 20–24	14.2	15.9	12.2	14.0
Age 25–29	11.2	13.2	11.1	11.4
Age 30–39	20.4	25.1	19.1	20.7
Age 40–49	18.7	18.1	17.0	18.3
Age 50–59	9.1	7.1	7.6	8.5
Age 60–64	1.5	1.6	1.2	1.5
Other ages	2.0	2.0	2.0	2.0
*All ages ('000)	536.6	101.4	165.6	803.7
*All ages (%)	66.8	12.6	20.6	100.0

Note: *All ages includes age 'unknown'

Men who reported that they speak a language other than English at home were predominantly in the 20-to-49-age group. However, there was a higher proportion of men speaking English at home in the 15-to-19-age group and 50-to-59-age group.

The proportion of men across the various age groups by language spoken at home is shown in Table 79.

Table 79: Proportion of men by language spoken at home by age, 1999

Male	English	Other than English	Not known	*Total
Age 15–19	25.0	19.8	19.5	23.2
Age 20–24	17.8	20.8	13.9	17.3
Age 25–29	12.0	12.8	12.0	12.1
Age 30–39	18.9	22.1	19.9	19.4
Age 40–49	13.8	14.1	14.6	14.0
Age 50–59	7.0	5.9	7.4	7.0
Age 60–64	1.3	1.4	1.4	1.3
Other ages	1.9	1.8	1.8	1.9
*All ages ('000)	560.6	90.5	184.0	835.1
*All ages (%)	67.1	10.8	22.0	100.0

Note: *All ages includes age 'unknown'

Occupational grouping

More than half of the courses undertaken by women who speak a language other than English at home were not occupationally specific.

Nevertheless, many of these women also enrolled in courses which subsequently assisted them to work as 'intermediate clerical sales and service workers' or as 'professionals'.

On the whole, women who speak English at home were much more inclined to enrol in courses which would allow them to work as 'tradespersons and related workers', 'labourers and related workers' and 'intermediate clerical sales & service workers' than women who reported that they do not speak English at home.

Table 80 provides information of the courses undertaken by women and their associated occupational outcomes.

Table 80: Courses enrolled in by women by language spoken at home by occupational grouping, 1999

Female	English		Other than English		Total	
	('000)	%	('000)	%	('000)	%
Managers & administrators	26.8	4.2	4.2	3.3	39.1	4.1
Professionals	70.8	11.1	16.0	12.6	110.8	11.6
Associate professionals	50.2	7.8	8.6	6.8	71.0	7.4
Tradespersons & related workers	32.3	5.0	4.4	3.4	43.7	4.6
Advanced clerical & service workers	16.1	2.5	1.7	1.3	22.3	2.3
Intermediate clerical sales & service workers	135.6	21.2	17.9	14.1	189.9	19.9
Intermediate production & transport workers	6.4	1.0	1.2	0.9	8.6	0.9
Elementary clerical sales & service workers	13.4	2.1	1.7	1.3	24.0	2.5
Labourers & related workers	28.8	4.5	3.5	2.8	43.7	4.6
GEN Codes	259.9	40.6	67.3	53.0	400.8	42.0
All female enrolments	640.7	100.0	127.0	100.00	954.2	100.0

Industry type

Women who indicated that they speak a language other than English at home also undertook studies which would allow them to work in the 'business and clerical' industry.

On the whole, women who speak English at home were much more inclined to undertake studies associated with 'community services health and education', 'primary industry', 'tourism and hospitality' and 'computing' industries than women who speak a language other than English at home.

Table 81 provides information on the courses undertaken by women and their associated industry types.

Table 81: Courses enrolled in by women by language spoken at home by industry type, 1999

Female	English		Other than English		Total	
	('000)	%	('000)	%	('000)	%
Arts entertainment sport & recreation	24.6	3.8	2.5	2.0	33.6	3.5
Automotive	0.7	0.1	0.0	0.0	0.9	0.1
Building & construction	5.6	0.9	0.7	0.6	7.9	0.8
Community services health & education	75.7	11.8	9.8	7.7	104.5	10.9
Finance banking & insurance	8.5	1.3	2.2	1.7	15.1	1.6
Food processing	14.2	2.2	1.9	1.5	18.9	2.0
TCF & furnishings	8.7	1.4	2.2	1.8	12.5	1.3
Communications	2.6	0.4	0.3	0.2	3.6	0.4
Engineering & mining	3.0	0.5	0.6	0.5	4.7	0.5
Primary industry	16.9	3.0	0.6	0.5	24.0	2.6
Process manufacturing	0.2	0.0	0.1	0.1	0.4	0.0
Sales & personal services	30.6	4.8	4.2	3.3	41.7	4.4
Tourism & hospitality	51.9	8.1	8.3	6.5	77.3	8.1
Transport & storage	2.6	0.4	0.3	0.2	3.5	0.4
Utilities	4.2	0.6	0.8	0.6	6.3	0.7
Business & clerical	139.4	21.8	24.5	19.3	209.7	22.0
Computing	70.3	11.0	9.9	7.8	99.2	10.4
Science technical & training	49.4	7.7	5.3	4.2	65.3	6.8
General education & training	129.6	20.2	52.7	41.5	224.3	23.5
All female enrolments	640.7	100.0	127.0	100.0	954.3	100.0

Field of study

The majority of the courses enrolled by women who speak a language other than English at home were classified under the 'TAFE multi-field education' field of study. These women also enrolled in courses in the 'business, administration, economics' field of study.

Generally, women who reported that they speak English at home were more likely to enrol in courses in the 'land and marine resources, animal husbandry', 'business, administration, economics', 'education', 'health, community services' and 'services, hospitality, transportation' fields of study than their counterparts.

Information of the fields of study undertaken by women and the language spoken at home is provided in Table 82.

Table 82: Courses enrolled in by women by language spoken at home by field of study, 1999

Female	English		Other than English		Total	
	('000)	%	('000)	%	('000)	%
Land & marine resources, animal husbandry	21.8	3.4	0.9	0.7	27.8	2.9
Architecture, building	7.9	1.2	1.0	0.8	10.9	1.1
Art, humanities & social sciences	62.0	9.7	12.5	9.8	94.1	9.9
Business, administration, economics	184.1	28.7	31.3	24.6	270.0	28.3
Education	20.7	3.2	1.4	1.1	27.1	2.8
Engineering, surveying	21.0	3.3	4.2	3.3	30.8	3.2
Health, community services	91.4	14.3	9.7	7.7	120.5	12.6
Law, legal studies	5.0	0.8	0.3	0.3	6.2	0.6
Science	39.1	6.1	5.0	4.0	59.5	6.2
Veterinary science, animal care	2.6	0.4	0.1	0.1	3.3	0.3
Services, hospitality, transportation	93.7	14.6	14.3	11.2	133.7	14.0
TAFE multi-field education	91.5	14.3	46.4	36.5	170.7	17.9
All female enrolments	640.7	100.0	127.0	100.0	954.3	100.0

Level of qualification

Women who speak English at home were more likely to undertake non-award courses than women who speak a language other than English at home.

Women who speak English at home were also more likely to enrol in courses at the 'AQF certificate IV & equivalent' or 'AQF certificate III & equivalent' level than women who speak a language other than English at home.

There was a larger proportion of women who speak a language other than English at home enrolled in 'diploma ' courses than women who speak English at home. However, the proportion of these women undertaking studies at the 'AQF certificate I' was double that of women who speak English at home (see Table 83).

Table 83: Courses enrolled in by women by language spoken at home by level of qualification, 1999

Female	English		Other than English		Total	
	('000)	%	('000)	%	('000)	%
Graduate higher or higher	0.4	0.1	0.1	0.1	0.6	0.1
Diplomas	75.3	11.7	17.7	14.0	112.4	11.8
AQF certificate IV & equivalent	64.1	10.0	10.9	8.5	94.5	9.9
AQF certificate III & equivalent	120.6	18.8	19.0	14.9	171.1	17.9
AQF certificate II	113.2	17.7	23.4	18.4	168.2	17.6
AQF certificate I	33.2	5.2	15.5	12.2	66.9	7.0
AQF senior Secondary	1.5	0.2	0.3	0.2	2.4	0.3
Certificate–NEC	24.9	3.9	5.0	4.0	35.6	3.7
Statement of attainment	51.8	8.1	8.3	6.5	70.7	7.4
Not applicable non-award	155.8	24.3	26.8	21.1	231.8	24.3
All female enrolments	640.7	100.0	127.0	100.0	954.3	100.0

Areas of learning

Women who speak a language other than English at home predominantly enrolled in 'administration, business, economics, law', 'social, educational and employment skills' and 'mathematics, computing' areas of learning.

Generally, women who reported that they speak a language other than English at home were more likely to enrol in courses in the 'humanities' and 'social, educational and employment skills' than women who speak English at home. These women were less likely to enrol in courses in the 'health sciences' area of learning.

Information on the area of learning enrolled by women and the language spoken at home is shown in Table 84.

Table 84: Modules enrolled in by women by language spoken at home, 1999

Female	English	Other languages	Total
Humanities	6.9	10.2	8.3
Social studies	1.8	1.5	1.6
Education	2.0	1.0	1.9
Sciences	2.5	1.9	1.9
Mathematics, computing	12.4	13.7	16.3
Visual/performing arts	3.8	2.4	3.6
Engineering, processing	2.3	2.7	2.3
Health sciences	14.5	9.4	12.4
Admin, business, economics, law	25.6	25.0	25.9
Built environment	0.8	0.8	0.8
Agriculture, renewable resources	3.6	0.8	2.5
Hospitality, tourism & personal services	11.9	9.5	10.1
Social, educational & employment skills	11.9	21.2	12.3
All female enrolments ('000)	3 805.0	838.7	5 655.5
All female enrolments (%)	67.3	14.8	100.0

Module outcomes

On the whole, there was not very much variation in the module outcomes achieved by women who speak English at home or women who speak a language other than English at home.

Table 85: Module outcomes by geographic region, 1999

	English	Other languages	Total
Completions	**67.8**	**67.5**	**66.8**
Student assessed – passed	62.1	60.7	60.9
No assessment – completion of hours	5.7	6.8	5.9
Non-completions	**24.0**	**25.2**	**23.8**
Student assessed – failed	7.3	9.1	7.5
Student assessed – result withheld	0.3	0.5	0.4
No assessment – continuing	7.8	4.2	6.7
Withdrew	8.5	11.4	9.1
Status or credit granted	**6.0**	**6.3**	**6.6**
RPL	2.5	1.9	2.6
Credit transfer	3.5	4.4	4.0
Not stated	2.2	1.0	2.9
Female module enrolments ('000)	3 805.1	838.7	5 655.6
Female module enrolments (%)	67.3	14.8	100.0

- However, women who reported that they speak a language other than English at home were less likely to pass their assessment than women who speak English at home. This latter group was were more likely to fail their assessment and withdraw from their modules than their counterparts.

Information of the module outcomes achieved by women and the language spoken at home is shown in Table 85.

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